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A Look  
At the Facts

May-June 1962  
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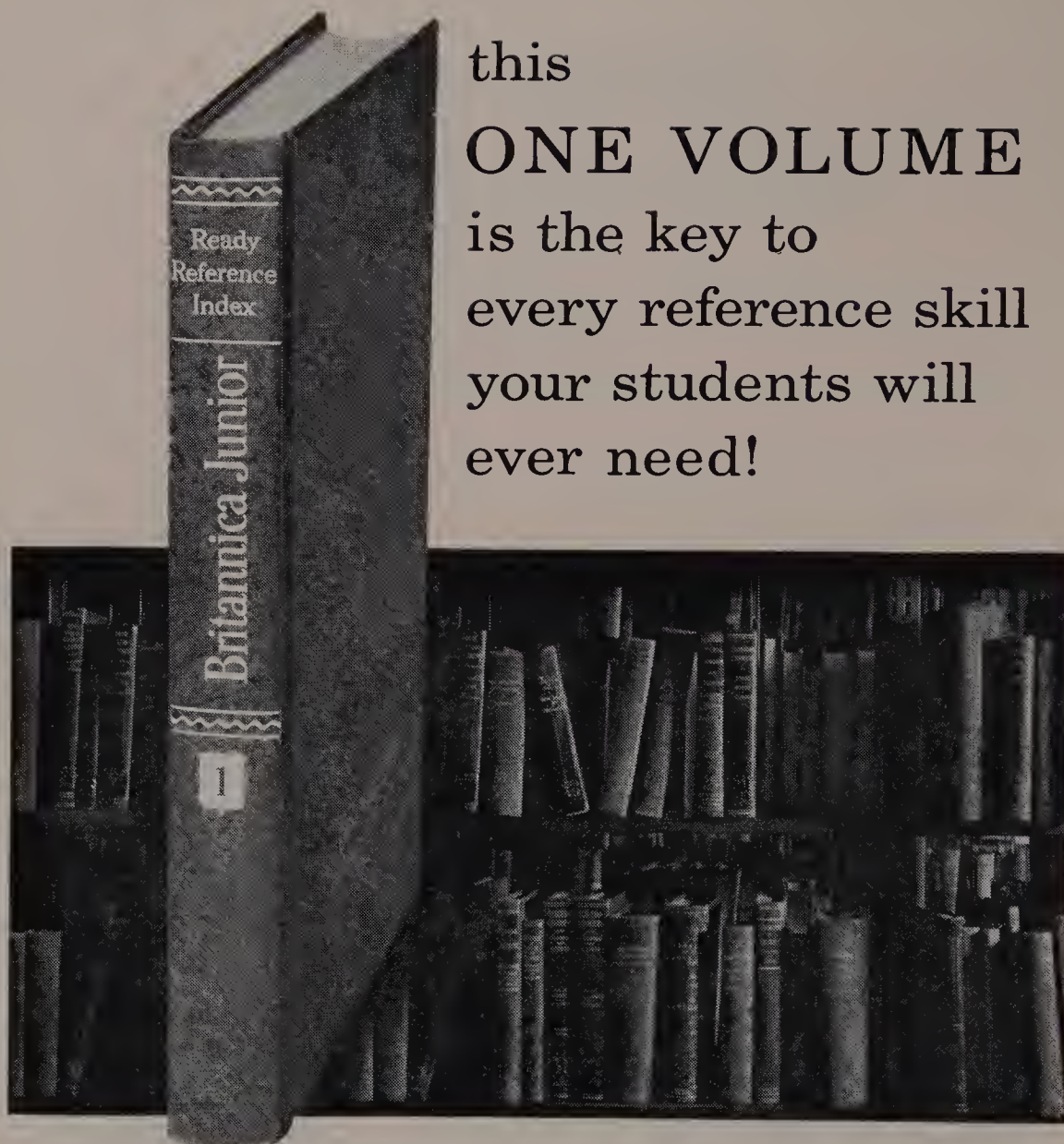
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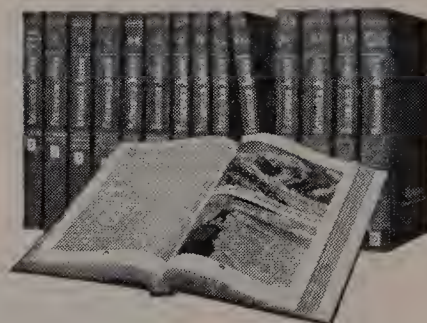
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## CONTENTS

Page

The Editor's Desk .....	533
Just Browsing .....	534
Let's Take a Look at the Facts By Sister Mary Winifred, C.S.J. ....	537
The Modern Literature of the Vatican By The Most Reverend Leo C. Byrne .....	539
Towards a Theology of Librarianship? By Reverend Peter Riga .....	542
Developing Analytical Thinking By Mrs. Emma C. Fraim .....	545
Research Involved in Writing A Historical Novel By Thomas V. O'Leary .....	549
Fine Printing Periodicals By Sister Elizabeth Marie, I.H.M. ....	551
Letter to a Librarian By Sister Jeanne Margaret, O.P. ....	554
Books and Bandages .....	556
From One Cataloger to Another .....	558
CLA News and Views .....	560
Books for Young Adults .....	565
Children's Books .....	569
Talking Shop .....	574
Book Reviews .....	576
Recommended Reading .....	580



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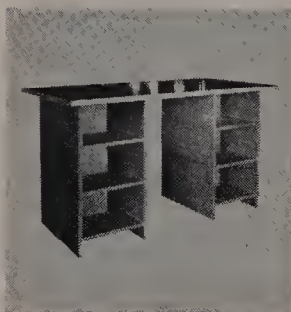
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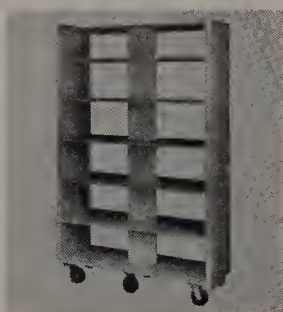
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## Remember . . .

### *Conference Proceedings*

Did you miss the CLA Conference in Pittsburgh last month? If you didn't, you know what a rewarding experience it was. If you did, you will want to read the record of the proceedings in the September CLW.

### *Renewal Time*

To be sure you will be on our mailing list at that time, send in your membership renewal early. Renewal notices were mailed from the Central Office in plenty of time to insure receipt before the start of summer vacation. A prompt renewal will be appreciated. Remember our new membership year begins July 1, 1962.

### *CLA Exhibit*

If you did not attend the Conference, you did not see the new CLA exhibit made of lightweight aluminum with removable panels. It is easily assembled and packs conveniently in two aluminum cases. The exhibit is offered to all Units for display. Plan now to use this exhibit to promote CLA. Send us your meeting date so we can arrange a satisfactory schedule.

### *Future*

What lies in the immediate future for CLA?

- a) Increase in membership.
- b) A newly revised *Basic List of Reference Books for High School Libraries* sponsored by the High School Section.
- c) Production of the *Elementary Workshop Manual* under the editorship of Sister M. Berenice, R.S.M.
- d) The completion of the *Basic List of Books for Elementary School Librarians* edited by Miriam Wessel.
- e) Increase in subscriptions to the *Catholic Periodical Index* and the *Guide to Catholic Literature*.

the  
Editor's  
Desk

The  
Catholic  
Library  
World

### **CLA Conferences:**

*Los Angeles, April 16-19, 1963; Detroit, March 31-April 3, 1964; Philadelphia, April 20-23, 1965; San Antonio, April 12-15, 1966.*





● Pantheon has published **The Bridge**, Volume IV, a yearbook of Judaeo-Christian Studies edited by Monsignor John M. Oesterreicher, Director of the Institute of Judaeo-Christian Studies at Seton Hall University. This is the fourth volume of a series in theology, philosophy, history and the arts, emphasizing the common heritage of Christians and Jews. The theme of Volume IV is the love of God shared by both traditions.

Contributors from many countries—Austria, England, Germany, the Fiji Islands, Italy and the United States—treat the role of love in the New and the Old Testaments in the teachings of St. Paul and in the rabbinical literature.

Contemporary topics are discussed and include the statement of the German bishops on the Eichmann trial, the Catholic response to the reappearance of the Swastika on synagogues during 1959, Israeli reactions to the changes in the Good Friday liturgy, and a report on three days of theological conversation among Jewish, Protestant and Catholic scholars at Basel in 1958. The book, available from Pantheon Books, Inc., 333 Sixth Avenue, New York, sells for \$4.50.

● For the first time in the history of the awards, the American Library Association has named two previous winners as recipients of the **Newbery** and **Caldecott Medals** which are presented annually for the most distinguished children's books published in the previous year.

The John Newbery Medal, given annually since 1922 for the "most distinguished contribution to American literature for children" went to Elizabeth Speare for **The Bronze Bow** published by the Houghton Mifflin Company.

The Randolph Caldecott Medal, awarded since 1938 to the artist of the year's "most distinguished American picture book," was won by Marcia Brown for her **Once a Mouse** . . . published by Charles Scribner's Sons.

The announcement of the awards came from the office of Frederic G. Melcher, donor of the medals. Mr. Melcher, as all CLA members know, was the recipient of the Regina Medal presented to him at the 38th Annual Conference in Pittsburgh.

● A psychological approach to communication through books will be an outstanding feature of the "Children's World," a section of Library 21, the Library of the Future designed for exhibit at the Seattle World's Fair.

The Children's World, will be one of the three book cores in Library 21, the American Library Association's concept of what the 21st century library will be like. Located by itself on the second level, it will provide its small visitors with a feeling of being apart from the symbols of the adult world.



In the Children's World new techniques in library service will be utilized. Books will be arranged in classifications according to their emotional impact and will be identified by colors which indicate the same or a similar feeling.

● The relevance of Christian philosophy will be studied in the workshop, **Teaching Thomism Today**, June 15-26, at the Catholic University of America, Washington, D.C. The names, Ashley, Bourke, Clarks, Foley, Guzikowski, Klubertanz, Nohan, Nolan, O'Leary, Shuster, Smith, Stern, Wallace, and Wolter are included in the list of speakers and seminar directors; Director: G. McLean, O.M.I. For information, write: Director of Workshops, Catholic University, Washington 17, D.C.

● Immaculate Heart College (Los Angeles) will offer ten courses in librarianship during the summer session, which begins on June 26 and ends August 3.

Mr. Caswell Perry, Head, Burbank Public Library, will be a visiting instructor during the Summer Session.

Effective now, the thesis is optional in pursuing a Master of Arts in Library Science, and all courses offered in Library Science beginning in the Fall, 1962, will be three-unit courses.

● An expanding program of books for boys and girls is being done by Prentice-Hall. Eight new titles are being published with emphasis on science books for young "researchers" as supplementary reading for school or individual projects. A variety of subjects are covered, some of them for the first time within the abilities of young readers.

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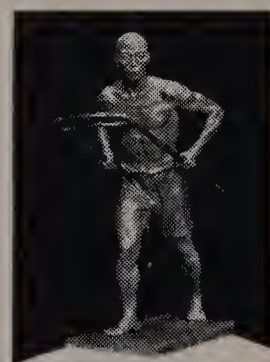
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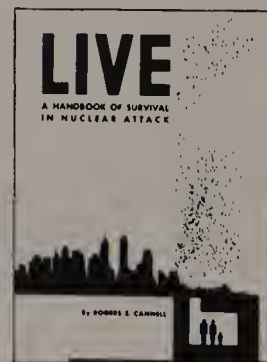
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# Let's Take a Look at the Facts

BY SISTER MARY WINIFRED

What does the Catholic Library Association do for you? Most of the long time members of the Association could recite the litany of accomplishments in a matter of minutes, but the cumulative results of these achievements would require a scrutiny of their effect upon yourselves and your libraries.

Try to envision your work without some of the by-products of CLA. For example, take the *Catholic Periodical Index*. How valuable would your collection of Catholic serials be without it? Where would you have found the time to dig out the 163,089 articles which have been cited therein over the past ten years? Imagine how many more articles are available in the volumes which cover most of the preceding 20 years. Even if your library owned all the magazines indexed in CPI and the individual indexes to all of them—a virtual impossibility for most libraries—you might still miss the 12,032 articles on Catholic topics in such secular magazines as the *Gifted Child Quarterly* which have been selectively indexed since 1952.

How many times have you consulted the *Guide to Catholic Literature*, the annotated bibliography of both English and foreign language books by Catholic authors and books on the Catholic Church by both Catholic and non-Catholic authors, for citations to reviews, for biographical information, for lists of books on special topics (psychology, Dead Sea Scrolls, Ecumenical Council, marriage, etc.)? This *Guide*, now being published by CLA, directs the user to current Catholic literature and through the earlier volumes to the literature of the past 74 years.

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Sister Mary Winifred is Librarian at St. Joseph's College for Women, Brooklyn.

What a chore cataloging and classifying Catholic literature would be without such helps as Father Kapsner's *Catholic Subject Headings* and the *Lynn-Peterson Alternate Classification*! The feature, "From One Cataloger to Another" in the *Catholic Library World* and the special articles which have appeared therein from time to time have updated our knowledge of this changing field.

Have you been looking for information about photocopying equipment, microtext services, foreign book agents? The *CLA Handbook and Directory*, sent free to all institutional members will direct you to sources. It will also introduce you to the many special publications of the CLA: the *Parish Library Manual*, Catholic Book Week lists, basic book lists for school libraries, the *Unit Manual* for the newly elected unit officer, newsletters of the various CLA sections: *CULS*, *Tracings*, *HSL Newsletter*, *Hospitaller*, etc.

Are readers' services crowding book selection and acquisitions out of the picture? If so, the annual *Catholic Booklist*, the bibliographical articles and reviews by experts in the pages of the *Catholic Library World* and even the advertising therein are most helpful. For basic works, the various lists including the supplements to the *Standard Catalog* are lifebelts for the deluged librarian.

Have you been yearning for an opportunity to talk over your professional and practical problems with another librarian? Do you wish that you had more time to take courses in librarianship or to keep abreast of developments in the library field? The *Catholic Library World*, the annual conferences, and the publications of the various sections will bring you in contact with persons of like interests and will further your professional growth.

Will the summer find you in a new library? The CLA, through its Directory and through its various units, will introduce you immediately to the librarians in your new area in situations similar to yours. In times of little crises like this or big ones, too, the members of the Association lend you their corporate strength.

Would you have been a missionary if the provincial had not sent you to library school or the support of dependents did not keep you home? You can help many missionaries through the Catholic University Books for Foreign Missions Committee, partially supported by the CLA.

Would you like to see the development and improvement of librarianship in general and Catholic librarianship in particular? CLA is encouraging the development of good library schools, the professional education of its members through its own activities and through its liaison work with such organizations as the Council of National Library Associations, the United States Book Exchange, the American Association of School Librarians and the ALA Committees on Catalog Code Revision and Bibliography.\*

Do you wish to promote the production and dissemination of good literature, especially good Catholic literature? Through its writings, booklists, book fairs, conferences, Regina Medal Awards, just this is being done day by day by the Catholic Library Association.

As members of a professional organization formed for the purpose of initiating, fostering and encouraging any movement which will promote Catholic literature and Catholic library work, you reap the benefits of that organization's numerous contributions to the library profession. Do what you can to support and strengthen the CLA, but particularly, share its benefits with others by promoting membership in CLA among your friends and acquaintances. The month of May is CLA membership month. May Mary, the Queen of May and all apostles, inspire you to labor with great zeal for the advancement of the Association.

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#### FOOTNOTE

\* Of particular note is the annual CLA scholarship of \$600 awarded to a deserving student pursuing a library science degree on the Master's level.

## OBITUARY

The Reverend Daniel P. Falvey, O.S.A., member of the Catholic Library Association and head of the Library Science Department at Villanova University, died April 2.

Father Falvey, born in Holyoke, Massachusetts, in 1906, entered the Augustinian Order in 1928, received his A.B. degree at Villanova in 1931, was ordained in 1934, and received his master's degree in library science at Columbia University in 1940.

Father Falvey had been librarian at Villanova since 1936.

He planned the new library building and organized a committee which succeeded in raising nearly a million dollars for the new structure, which was completed in 1949.

Father Falvey held an honorary Degree of Doctor of Library Science from St. Francis College, Loretto, Pennsylvania.

It was Father Falvey who arranged for the offices of the CLA to be located on the campus of Villanova University.

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On Sunday, March 18, 1962, Father Paul M. Hoffert, T.O.R., assistant librarian and cataloger at the College of Steubenville, Ohio, passed to his eternal reward.

Father Paul was active in the Western Pennsylvania Unit of the CLA having served on the Press Month Luncheon Committee, and was current chairman of the College and University Section.

Funeral Masses were held in St. Peter's Church in Steubenville and St. Francis College Chapel preceding burial in the Monastery Cemetery, Loretto, on Thursday, March 22.

Miss Catherine Butler, Chairman of the Western Pennsylvania Unit and members of the Executive Board of the Unit attended the final rites.

We know you will remember him in your prayers.



# "The Modern Literature of the Vatican"

BY THE MOST REVEREND LEO C. BYRNE

It seems not out of place at a gathering of Librarians and those interested in literature to discuss the very interesting subject of modern literature especially as it emanates from the Vatican. As a bishop of the Catholic world, I am indeed happy and proud to give to you some thoughts about this particular facet of literary work. In the first place, I should like to set the time, that is, when I talk about modern literature, I don't mean only literature of this week or last week, or last year. I should like to take you back perhaps even as far as 70 years ago and consider something of the literary output of such giants as Leo XIII, Pius X, Benedict XV, and more recently the works of Pius XII and John XXIII. I suppose no one really has thought of any of these men as creators of literature. They are, of course, in the very first place popes of the Catholic world since the time of 1878. But more than that, they are men who have produced the writings of our time, and they deal in an extraordinarily practical fashion with the problems of our time, and they have given a solution to those problems, and given the ways for mankind generally and for followers of Christ in particular to make their way out of the maelstrom of men's involvement with secularism.

At the early stage of this paper, I should like to talk to you about sources. Of course

the best sources are the original encyclicals, but beyond that there are many, many commentaries, and libraries should be familiar with them. There is an excellent book by Philip Hughes, produced in 1944, called the Pope's New Order which gives a very excellent analysis of so many of these modern encyclicals. Then there are the two well-known works called Social Well-Springs, Volume I and Volume II, edited by Father Husslein, S.J., and produced by Bruce and Company. There are two other books which concern themselves entirely with the encyclicals of Pope Pius XII; they are entitled "The Unwearied Advocate," and they are edited by Father Vincent A. Yermans of the St. Cloud Diocese. Over-all this is the current publication which is called "The Pope Speaks." This is an excellent quarterly which made its appearance on the American scene in 1954, and has been publishing papal pronouncements in English from that day on. Above everything else, the Popes of the Catholic Church have been trying to present to a listening world the answer to the question of Pilate who said, "What is truth?" And it is this seeking after truth and making application of the truths of God to the modern situations of the world that constitutes the basis for the encyclicals. More than 25 years ago, the celebrated philosopher Jacques Maritain made this observation, "The papacy has never wearied of instruction, reminding, setting off for us in bold relief the essential conditions and the fundamental truths without which the modern world must look in vain for the solution of its gravest problems and

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*This address was given by The Most Reverend Leo C. Byrne, Co-adjutor Bishop of the Wichita Diocese, at the twenty-sixth annual conference of the Central Midwest Unit of the CLA.*

for the satisfaction of its most pressing needs.”

Sometimes we are inclined to think that the times could not be more troubled than they are today with the threat of Communism and the possibility of atomic war so near at hand. And yet at many other times in the history of the world and in the history of the Church, there was indeed great chaos and a great time of crises. One of these occasions was at the time of the death of Pius IX. That was the era of the rise of the secular state which the French Revolution had produced. It was a time when there was great hostility to the Catholic Church and a real anti-Catholic movement in politics and social life. More important the forces of secularism were making such inroads that civilization was very much in danger. Facing this crisis was the calm but intellectual and effective and forceful approach of Pope Leo XIII. His very first encyclical issued only two months after he came to the throne was a great answer to the ills of that day and a great program for Christianity to follow. Throughout the career, and it was a long one, of Pope Leo at the helm of the Church, he had written many, many different discourses and encyclicals. But taken together, these encyclicals constitute really a basic library of social literature, and these can be placed within the reach of all. Not only did he give to the world that first encyclical on the evils of society, but he wrote a special encyclical on Socialism and the Socialists. He has an excellent presentation on Civil Government, another on the Christian Constitution of States. He has a famous work on the abolition of African Slavery. And then of course, many students of papal literature are well acquainted with his famous encyclical on Human Liberty. This coupled with his encyclical on the Chief Duties of Christian Citizens gives almost a Magna Charta for modern day living in today's world. Most of the people, I presume, realize that his greatest fame came from the encyclical issued in 1891 entitled *Rerum Novarum* or “The Condition of the Working Men.” Truly it was a veritable bomb-shell in that day to have emanating from the Vatican such a wonderful document on the proper conditions that should exist between employer and employee, and the happy relationships that should motivate their common interests. Leo XIII also wrote an especially effective encyclical on Christian Marriage,

and then in the realm of the more strictly religious subjects, his encyclicals on the Rosary and Consecration of Mankind to the Sacred Heart are landmarks in his writings. At the glorious age of 94, Pope Leo XIII died in 1903. He was succeeded by Cardinal Joseph Sarto who was to be known to the world as Pius X, and as we all know now is a canonized Saint of God. Pius X regime was quite different from that of Pope Leo's, and in a sense one who put the emphasis to a large measure on the primacy of the spiritual. Pius X began his career by expressing his desire in writing to restore all things in Christ. He came to the supreme rule of the Church with a great personal experience in the actualities of pastoral life. He had passed through all the stages—he had been a curate, or an assistant, then a pastor, parish priest, a seminary professor and for 28 years successively he was Vicar General and Bishop in three of the great Italian Sees. One natural consequence of such a career was an appreciation of the necessity of the re-codification of the Canon Law of the Church. This was a monumental task, and was among the greatest contributions of modern literature of the Church. The next reign was a brief one as Benedict XV came to the Throne of Peter in 1914 and lived through the trying and difficult days of World War I. His writings were the writings of peace as he pleaded with the heads of governments on both sides of the conflict for a return to normalcy and to be instruments of the peace of God among men. The successor of Benedict XV was the wondrous Pius XI. Librarians should have a special affection for him, for he served many years of his life in the capacity of librarian. Pius XI was a strong man, conscious of his strength. He had a keen intellect, and he was highly trained. He was educated through 40 years of constant critical studies, with a universal interest in things of the mind and a vast encyclopedic knowledge of the modern world. Pius XI had an affection openly expressed for his own time, and an appreciation of the age of crisis as the age of Catholic opportunity. He took up the practice inaugurated by Leo XIII of teaching the Church through frequent encyclical letters, classic documents that analyzed the causes of world unrest and discuss the new development of the authority of the states, expound the true nature of Christian education, and he recalled with



the most direct concern about fashionable contemporary aberrations, all that is meant by marriage and by Christian marriage. And his encyclicals consider with real interest in the new things and the possibilities for good and the latent dangers and the invention that is no less universally powerful than that of printing and the modern movie. His encyclical on the Christian education of youth is a classic that is quoted today with great frequency. In 1937 he wrote an encyclical entitled, "Atheistic Communism," which is indeed a masterful declaration about the evils of this world movement. Christian marriage in our day is another of his well-known writings. But perhaps he is best known, at least in the social sphere, by his celebrated letter entitled *Quadragesimo Anno*, which was written on the fortieth anniversary of Pope Leo's encyclical on capital and labor

Upon the death of Pius XI he was succeeded at the head of the Catholic world by the well known Pope Pius XII of blessed memory. Indeed he is the one who may be called the "Teacher Extraordinary." Pius XII issued a tremendous number of encyclicals to the Catholic world; and his writings and discourses during the time of his pontificate cover more than 15 volumes. He also delivered more than 1200 addresses to various groups large and small about matters of import of world interest or of particular interest to those to whom he was speaking. Pius XII was particularly well known for his famous Christmas messages in which he took the occasion of the anniversary of the birth of the Divine Savior to give a message to the world of great import. Oftentimes it was about the world-order, or the world-crises, or the discussion of the possibility of world peace. Annually, the newspapers of the world looked forward to the publishing of these messages. International affairs, in a discussion of the various social problems, in the area of Catholic Action, or in the area of spirituality itself, Pius XII was always the master. He was also particularly eloquent in talking about various subjects, such as discourses to the Catholic man or to the Catholic woman. He has many discourses to Catholic educators, he has five or six to Catholic doctors, he spoke to lawyers, to Catholic workers, to Catholic farmers, to the Catholic athletes; he had a very significant discourse on the field of communications. It was an

endless procession of extremely intelligent and formidable documents that Pius XII issued to the world. When he left this world at the bidding of God some three years ago, it seemed that no one could ever come to take his place, and in the Providence of God we know that our own beloved Holy Father now gloriously reigning Pope John XXIII comes to us also as another Teacher, with a capital T, and one who is responsible for the issuing of writings and discourses that are of eminent importance for all of us. We could single out many of his works, but particularly his masterful encyclical on *Mater et Magistra*, which means of course as we know, "Mother and Teacher." His reference to the Church as a Mother and Teacher of all nations. By way of conclusion, I should like to mention another way in which our present Holy Father is continuing his role as teacher and is continuing his place as a producer of literature. Not so long ago, the Catholic world was rather startled by the announcement of the coming ecumenical Council. This ecumenical Council, as you know, is a meeting of all bishops of the world who will discuss with their Holy Father the matters of great import concerning the church in the modern world. There will come from this council a great body of modern literature that will have an effect indeed not only on the church but, please God, on the world at large.

These are only sketchy indications of the enormous amount of literature which the Vatican is producing in today's world and the world that is our modern world. If libraries and librarians are interested in literature, surely much consideration should be given to this particular sort of literature that is extremely topical, extremely important for ourselves and for mankind in general.

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#### MEMO FROM THE ADDRESSOGRAPH DEPARTMENT

Anyone sending a change of address or a change of personnel for any of the mailing lists is asked to include the old address or the name of the former administrator, supervisor, or director, whichever may be the case. This will facilitate the rapid handling of the change and enable you to receive all mail promptly.

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# Towards a Theology

BY REVEREND PETER RIGA

I suppose it is a common accusation of Catholics that they continuously and forever are wanting to "Spiritualize" everything they do! From a certain point of view, however, such a "spiritualization" is the very essence of Catholicism because the Catholic—if we are to believe the Scriptures—*must* see all things as Christ sees them. Living His life, proposing to follow Him not as some exterior *hero* but as an internal and dynamic power of the Living God, the Catholic necessarily must transform and re-create everything he comes in contact with. In reading the New Testament one has the impression that this transformation of the Catholic's life by grace ought necessarily to lead to a radical transformation of action and one certainly recognizes the disciple of Christ by his external life—by his conduct or attitude in the face of all reality and existence—and this, under pain of making of his following of Christ, his Catholicism, a mockery to himself and a hypocrisy to others.

But, one asks, what has all this to do with librarianship as a profession? Everything! The Catholic librarian is a special kind of librarian. He is a Catholic; and this makes all the difference in the world. His attitudes, viewpoints, judgments are those of Christ; he views things in a different light than those librarians who are not Catholic. Now, this does not mean for one moment that his professional training and competence will be one iota inferior to any

other librarian! On the contrary, he will be a good and perfect follower of Christ in proportion as he is a good librarian for that is his sacred vocation given to him by God. Without going into any deep theological discussion of "vocation" and "calling" suffice it to say that at this moment in his life God wants him to be a good librarian. This is God's will for him at this time. It is a basic adage of Christian perfection, to which all are called without exception, that sanctity lies only and exclusively in God's Holy Will here and now manifested to me.

The Catholic librarian's work then will be the same material work of all librarians and he will endeavor to do it with perfection, for God's will, at least in some way, is involved. Yet, that work will not be done in the same way, with the same attitude say of a librarian who is a pagan or an unbeliever. This interior intention makes all the difference in the world for the real value of any human action, to a very great degree, is governed by its *intention*.

Therefore, let us proceed to examine one article of the *ALA Code of Ethics for Librarians* as a case in question. The text reads:

"Librarians should recognize librarianship as an Educational profession and realize that the growing effectiveness of their service is dependent upon their own development."

The text is clear and its spirit is a safe guide for the normal ethical conduct of a librarian in the American society in which we live. Librarians are expected to be civil, helpful, edu-

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*Father Riga is Librarian at Saint John Vianney Seminary in East Aurora, New York.*



# of Librarianship?

cated in serving the public in their chosen profession. The ALA's principle aim in writing this paragraph, I take it, is the spirit of qualified service to the public served. There, I would think, the pagan or unbelieving eye would stop, indeed, it would have to stop, for the unbeliever does not have it within his philosophy to penetrate any deeper. And that suffices for ALA.

But this couldn't begin to suffice for the Catholic librarian. What a world of revelation (with a small "r" *bien attendu!*) it brings to the librarian who is a faithful follower of Christ. He sees things and implications there that the unbeliever, the "carnal man" in the words of St. Paul, cannot see. The librarian who is a Catholic is on the contrary, the "spiritual" man, that is, he possesses the Holy Spirit within his heart. Now, "carnal" for St. Paul does not mean "fleshy" or "sensuous"; the term simply means that man cannot see further than his books, his catalogue or his clientele because he does not possess the Holy Spirit Who alone can give the spiritual *intelligentia* of his work according to Christ. That librarian may be brilliant, adept, with perfect personality, but something essential is lacking him. It is here that you see what I mean when I said above: Being a Catholic and a follower of Christ has everything to do with librarianship as a profession. But specifically what does the librarian see in the light of the Holy Spirit? Does the Holy Spirit have anything to say to us as librarians? Does He have any attitudes or goals for us as librarians? To say simply that it is "our job"

is certainly not enough. It runs clearly against what we have said at the beginning of our article: If we are Christians in the full sense of the word, we must, in living Christ's life, see all things as He sees them under the inspiration of the Holy Spirit, do all things as He would have us do them. To deny this simply is to deny Christianity itself in its basic content and meaning. Therefore librarianship is much more than a "job" to pass our "time on this earth." Its meaning must be deeper. It must have a religious meaning (and I take it that all understand by "religious," absolutely all our relationships with God).

To gain some perspective into our problem, let us examine the gospels. They are full of the idea that the disciple must transform the world, not only of souls, but also of life and action which "renews" him in a visible manner. In other words, it does not suffice to have a few religious practices and then just "do our job" to bring about this transformation willed by Christ in our entire lives. We cannot make any such cleavage or separation; we must bring a spirit to our work as librarians—the conscious Spirit of Christ who directs our actions—their motivations and intentions—according to His Divine Will. The texts speak for themselves. The Christian "saint" is not worthy of the name unless he corresponds *in all his actions* to which God calls him. Christian sanctity in the gospels and in the whole of the New Testament implies our "incarnate" realization of sanctity, i.e., its full incorporation into the intelligence, the will, character, sentiments, judgment, life and

even the human aspirations of culture and society of the believer. The Sacred authors are continually emphasizing the innumerable dispositions and attitudes which are incumbent on the baptizer. They are, as it were, a human transposition of the transcendent sanctity of the Christian. If we were to ask, say St. Paul, what exactly a Christian saint is, he would answer in the following way: "You are a new creature, new because you have been born to a new life which you must foster, nourish and develop. New also because as a Child of God, you must translate and inscribe this regeneration into your terrestrial labors which you do on earth. Nourish this supernatural sanctity and regulate your social actions accordingly so that you will be a visible example of that sanctity." St. John would say the same thing: "The sons of God participate in the eternal light, in the love of God. They must, therefore, live in that light, in that new birth from on high. This new birth is a real birth—a total thing—penetrating to the very inner core of man, and exemplifying that divine life which is his in all his exterior manifestations: his intelligence, his heart, his conduct, his attitudes." In any other case, this *complete* newness of birth into the divine life becomes a figure of speech, a pure formalism which the sacred authors were always at pains to combat.

The other idea which permeates the whole Gospel is that of love—agape. In its neo-testamentary meaning, it means the gratuitous love of God come down to us in the person of His Son to save His creatures. Nothing on our part could possibly explain it. There is only one explanation: "God is love." This love descends to create the community of love—the *Kononia*—between the Blessed Trinity and men. The sign of this community of love is that "we have love for one another." In other words, then, if we love God, we will love the neighbor. Without one, the other is impossible, for we form one community of love, one family of love. And the test? The test is *to serve in loving*.

St. John vividly portrays this for us on the evening before Christ was to die. Taking a cloth, Christ goes on to wash the feet of each of the disciples. Peter objects by saying that it is below the dignity of Christ to do such a thing. What Peter didn't understand and what Christ was trying to portray before their eyes, was the example of a loving service for them.

They, too, were to learn that the only glory in Christianity is the glory of service in love for one another. "I have set you an example, so that what I have done to you, you, too, should do." (John 13/14.)

St. Paul's Epistles are also full of this notion. Listen to him:

"Let love be without pretense. Love one another with fraternal charity, anticipating one another with honor. Do not be slothful in zeal; be fervent in spirit; it is the Lord you serve.

"Rejoice with those who rejoice; weep with those who weep. Agree in thought with one another." (Romans XII: 9-12, 15.)

And again:

"We, the strong, ought to bear the infirmities of the weak, and not please ourselves. Let everyone of us please his neighbor, doing him good by edifying him, since Christ did not please Himself. . . ." (Romans XV: 1-3.)

And finally Paul tells the Corinthians that in the Church there are many ways of serving the neighbor in love. He goes on to say that to each office, each position, is given a special grace to fulfill it for the good of the whole church. There are different vocations but one Spirit who gives these vocations. There are different ways of serving God, but what counts is the love with which we perform them.

"There is a distribution of gifts, but the same spirit distributes them. There is a distribution of ministrations, but the same Lord to whom we minister. There is a distribution of activities, but it is the same God who activates them all in everyone. The manifestation of the Spirit is given to each individual for the common good." (I Corinthians, XII: 4-7.)

From all this, it is evident that there flow three main ideas from the Scriptures:

- a) God loves us in agape and has saved us in the one family of love—the *Kononia* by His Son in His Spirit.
- b) Our love is proven both for God and man by our activity in serving. This serving is an external transformation as well as internal renovation.
- c) This loving service is given in diverse ways by the Holy Spirit for the benefit of all.

Where, then, does librarianship fit into this

(Continued on page 583)



# Developing Analytical Thinking

BY MRS. EMMA C. FRAIM

*An address given to the elementary section of the Philadelphia Area Unit of the CLA at the Catholic Author Luncheon. Mrs. Fraim is a Reading Clinician at her clinic for Remedial Reading, Elementary through College, in West Chester, Pennsylvania.*

Recently, when Dr. Edward Teller spoke at West Chester State College, I had the privilege of hearing him. He left his audience very much impressed by what he had to say. Indeed there were many of us who left with a tremendous feeling of misgivings about our young people and our schools. He spent much of his time comparing the academic achievements of Russia to those of the United States. He said that Russia is leading us in the world in applied science and in academic achievement. Russia did this by using the whip. A democracy, he said, does not function this way. The responsibility for education lies with the learner and on the teacher. It is the teacher's responsibility to find the excellence of each child each in his own way, and then develop, strengthen, and fortify it so that each child will use his special talents to increase production for the benefit of all mankind. He stressed that it was not necessary for all to strive to be scientists. He went through a series of occupations open for all to excell. He spoke highly of those who had the talent to be good cooks, to be tradesmen, and to be scholars of the languages. All areas of preparation were given recognition. He stressed the part of the teacher in this role as the one to inspire the individual to achieve and to develop these talents to his capacity.

How easy it is to say these words! Teachers realize only too well the handicaps they face in developing these talents within children. Many of them are so well realized that they need not be mentioned here.

However, the greatest handicap to the classroom is the desire of the learner to achieve to capacity. The schools are faced with the competition of easy living, pleasures of all kinds, over-indulgence on the part of the parents for the child, and a desire to heed the words of the child rather than those in a position to give facts of existing circumstances. Indeed, it would seem easy to give-in to the situation until one realizes that in world competition the United States may have to take second place unless those involved stand firm and strive to teach and inspire young Americans to put forth their boundless energies for their homes, their country and for better living for all mankind.

Nothing can be accomplished without reading and thinking. These two go hand in hand. The problem to be discussed here is: Just how do we teach a child to think? First, thinking must be defined. "Thinking is the critical, reflective search for valid conclusions which resolve our doubts and enable us to choose between conflicting statements of doctrine or policy." There are two types of thinking. *Creative thinking* enables an individual to produce something never in existence before. *Critical thinking* is an individual's attempt to solve a problem or to prevent himself from being led by propaganda for subversive purposes. The ability to think critically enables the individual

to choose between conflicting statements of doctrine or policy. While teachers are concerned with both types of thinking, it is imperative that they teach children early in life to evaluate carefully what they read and what they hear. The classroom, with all its complex relationships, lends itself perfectly for such an analysis. A child has brought a bit of information which sounds untrue into the classroom. The child actually believes the statement he is making or he may wish to have the teacher, another child, or his parents believe the statement. This is an opportune time to discuss the source of the statement as one of logic, then to accept the statement as fact or fiction. This evaluation may take a little time from the formal classroom teaching, but another kind of teaching is taking place. Mature thinking is being taught. Because every individual in America today is being faced with "what somebody says about somebody or something," he must learn early in life to weigh the words of another before they are accepted as truth. Already the populace is becoming confused by the statements of "the rightists, the leftists and the middle-of-the-roaders." How does one tell the difference? Surely he must be able to define what he is hearing and reading and after checking the source and semantics used, relate it to his own experiences, evaluate it, then reject it or accept it as he thinks he must. Unless practice in this type of thinking is started early in a child's life, he will not be ready to function critically and analytically at maturity. How many of us are only too willing to believe all we hear without checking it critically and analytically? Could we say we, perhaps, are immature thinkers?

Thinking has been a term carelessly used. The misinterpretations have been numerous. Burton's *Education for Effective Thinking* has listed these misrepresentations:

- (a) Remembering: You may ask someone, "What are you thinking about?" You may mean, "What are you remembering?"
- (b) Imagining: I was thinking (imagining) what I would do if I had a million dollars.
- (c) Belief: I think it is going to rain. (I have a hunch—)

- (d) Problem solving: A problem which cannot be attacked by an individual because he does not understand it and for which the individual has no desire for solving the problem is not a problem for that individual.
- (e) Puzzles: There are two types of puzzles. If a puzzle is so novel in terms of the individual's motivation and experience that it cannot be attacked intelligently, then it is not a problem for that individual. In a situation such as this, the learner has a vague understanding of the problem and he does not know what to do. The result of this is not puzzlement. It is bewilderment. This notation is very important because many curriculums and teachers present "so-called" problems which are beyond the comprehension of the learner with the idea that this makes him think. Experiential background and maturity enter into all learning activities so when a job is beyond these areas of the individual, he is forced to a solution, and he resorts to blind guessing or trial and error. Any success in this type of situation is purely accidental. Puzzles can be classified as problems when they are related to the past experience of the learner and when they are understood well enough to be attacked systematically and also attract the efforts of the learner.

How can teachers differentiate between the good thinker and the poor thinker? They need to be recognized so that something can be done to help them. A poor thinker will call out the answer quickly. He is so quick to shout the answer that he gives the impression that he likes to be heard. He may be the one whose parents insist that he participates in class discussions. How he participated may not be recognized. Such a child needs help. He must learn that what he has to say is more important than a bit of jargon unrelated to the class discussion. A poor thinker is satisfied with a haphazard solution to a problem. All these short circuit thinking and prevent proper analysis. Often these people are of a nervous type and are not systematic in their organization of details in ordinary living habits.



Thinking systematically takes time. The good thinker will suspend judgment until further inquiry has been carried on. He will check all conclusions and apply what he has read to reach a partial conclusion through discussion. The teacher is needed to guide the individual to a sensible conclusion. The use of inference is very important to develop good thinking. It must also be noted that the teacher must have well established thinking habits if he is to teach them to others.

A prerequisite to helping the poor thinker after he has been recognized is to find the cause for his poor thinking and attempt to remove the cause. Many causes can be removed by the classroom teacher through simple motivation experiences, patience and understanding. However, there are individual problems so unique that the classroom teacher may need the help of a reading specialist. For example, Judy was a perfectly normal, happy child. She played well with other children and was no discipline problem. Her reading and thinking were at a standstill. At the recommendation of her third grade teacher and the principal of the school, a reading clinician was secured. Judy's problem was diagnosed as one of hearing and speech. On checking with both parents, the clinician found that Judy had recently had her adenoids removed and that prior to this she had had a severe hearing disability. One can readily see that a classroom teacher would not have the time to work individually with this child. Teaching a child such as this requires individualized instruction by one who understands such problems.

Another example is Floyd who was a severe discipline problem at school. His fifth grade teacher had found him impossible in the classroom and on the playground. He was at the point of being expelled from school unless he would start to cooperate. The psychiatrist had sent a report to the school stating that Floyd had ability, but he could no longer help him. In desperation the parents secured a reading clinician hoping that once Floyd learned to read, he would take pride in achievement. Floyd sat with his head hanging during the whole interview. He could not look the clinician in the eyes. When he responded to a question he had only monosyllables to offer. For a sixth grade boy, this poor command of words was

very serious. The problem was diagnosed as a combination of causes. The biggest cause was the father who was forever showing the boy what a good reader he was by demonstrating his own ability to his son. The boy, an only child, had been a forceps baby with a possible damage at birth. The mother loved the boy so much that she had overindulged him by waiting on him for everything he wanted. She fed him, dressed him, picked up after him, and waited on everything he so desired. Can you picture this child as one who never had to bother to think because he had no need to think? Can you also see a boy who is so ashamed that he cannot read that he is afraid to show and admit he cannot? Can you see why this boy is a behavior problem at school? The reading clinician took the problem and started first on the father for corrective work. Then Floyd began to respond once he accepted his own reading status. Discipline was discussed and Floyd was taught why he must respect the rights of others. He was given problems relating to social relationships to work out. There was much thinking along these areas that Floyd needed to do. While Floyd has a long way to go where his reading problem is concerned, his discipline problem has ironed itself out. As he has learned to read better, his whole attitude has changed. This was an area for a reading clinician. By applying counselling and remedial reading, the reading clinician has helped Floyd.

So often teachers are given certain areas to teach. Problems are stated and they are told to do something about them. However, telling them how to go about solving the problem is left unsaid and soon, while they realize they should do something, time has gone by and there just was not time to develop all the areas the teacher wished to cover. The following is a list of problems which will commonly initiate thinking:

1. Find the answer to a real or theoretical or speculative problem.

Example: It is said that the Roman's respect for law and order held them together as a powerful nation for a number of years. Find evidence of this in your references.

Find an explanation to the following problem:

Verify this statement by listing your statements and references:

Write a summary telling why. . . .

State your references.

2. What would you do in a given situation. This type of thinking is common in everyday affairs. It deals with any kind of subject matter and results in practical judgment. Problems arising in the classroom are excellent for thinking situations such as this. This type of problem will lead into discussion. By listing on the board steps necessary to organizing a solution to this simple problem, the teacher helps the children to begin to think in an orderly and systematic way.
3. Problems which deal with the social sciences, public and ethical and moral decisions lend themselves to keen thinking and analysis in the classroom. For this type of problem solving the newspapers, current periodicals, and community publications can be used for topics of problem solving.
4. A type of problem closely related to the above but dealing with more intricate thinking is to set a problem around a choice between policies or goals already formulated, determine the validity of them and reach a conclusion from beliefs, opinions, and ideas expressed by others. No conclusion should be accepted or no opinion should be accepted unless it is accompanied by the reasons for supporting one's belief. To say, "I think this should be done or I believe this is true" without showing a valid reason for this belief is fallacious thinking. Every belief should be substantiated by a reason why. As Dr. Teller pointed out, "Be ready to tell the reason you think the way you do."
5. Create something new or unique. This takes much thinking. To teach one to organize his thoughts and ideas in a scientific and organized way so that he is capable of thinking systematically creates a goal for every American. In this way the teacher seeks the excellence in each individual for his creativity to help all mankind.

6. In life certain things are accepted as true simply because they have been handed down to us over a period of time. Often it is necessary to give the reason based on facts for this truth so that others will believe in the truth because there is realism to it. Again, through discussions and reasons for the belief, organizing ideas, and drawing conclusions in a systematic way instills logic in thinking. An example of this would be "How can one tell right from wrong?" In one classroom this became quite a problem solving experience. It is amazing to discover how many young people cannot think far enough ahead to distinguish right from wrong. Find in the newspaper instances in which something could have been prevented if the authorities had been forewarned. List how one can inform of a wrong being done and still not be branded a "tattletale."

Bring in several editorials. Find words in them that the writer is using to influence the reader to think as he does. This is an excellent activity for the upper grades. With younger children this feeling of influence can be initiated by finding words in the stories that cause the reader to see, feel and see the way the author wishes the reader to feel.

Before thinking can be instigated, a moral attitude toward thinking must be acquired. A competent thinker must possess the inclination to make use of the skills he may possess. An attitude is a predisposition to react in a characteristic way either favorably or unfavorably toward a given person, object, situation or idea. An attitude is a feeling for or against something and may be intellectual or emotional, but they are usually emotional in base and tone.

Thinking demands arduous self-discipline. One who has been used to having things done for him and has not been encouraged to think from the early stages of childhood to adulthood has lost incentive for independent thinking. A natural rebellion toward thinking takes place and learning becomes an extremely difficult process. This is partly responsible in recognizing the fallacy of the I.Q. scores. It has been recently recognized that while the score of a

*(Continued on page 585)*



# Research Involved in Writing A Historical Novel

BY THOMAS V. O'LEARY

*An address given by Mr. O'Leary at the Catholic Author Luncheon sponsored by the Philadelphia Area Unit of the CLA. Mr. O'Leary is the author of Mark of the Turtle, and wrote the essay, "Philosophy of a Journalist" which appeared in Edward R. Murrow's This I Believe.*

I am probably the least qualified person in the literary world to tell how to conduct research in preparation for the writing of a historical novel. The reason is simple: my research began long before I seriously thought of writing a historical novel.

Let me explain. I was born in Elmira, New York, many years ago. Outside of that lovely city is a state park called Newtown Battlefield. On this site is a tall granite shaft erected in honor of the Sullivan Expedition. At that place on August 28, 1779, General John Sullivan's Continental troops met and routed warriors of the Iroquois Confederacy and Tories led by John Butler and his notorious son, Walter.

That engagement, little known to most Americans, was a decisive turning-point in the Revolutionary War because (1) It paved the way for destruction of the Central New York granary of the Iroquois who provided food for the British troops during that struggle. (2) It eased the constant threat against the Colonists residing in exposed frontier settlements, permitting them to push deeper into the wilderness and (3) it eliminated a major threat to Washington's rear and enabled him to turn southward on a major campaign which culminated in Cornwallis' surrender at Yorktown and complete victory in the long struggle.

As a boy, I, along with several companions, was very interested in this bit of local history and made many visits to the battlefield where we unearthed spent bullets, arrows and spear tips by the hundreds and other artifacts left behind in the precipitous flight of the Indians and their white allies.

Those findings not only started me on the way toward acquisition of an exceptional collection of Iroquois artifacts but they also quickened my interest in the lives of the Pennsylvania and New York State settlers and of the Iroquois themselves. Consequently, I began reading everything I could about that period in our local history. I pored through novels, textbooks, diaries, journals and manuscripts; and I visited libraries and museums from Albany, New York, west to near Buffalo and from Rochester and Syracuse, south to Philadelphia. I made these trips on weekends, on holidays, during vacations and in many spare moments.

It was not until after I became a newspaperman that I began to wonder whether it would not be possible to write an interesting novel about that colorful, exciting and significant period. As a reporter, however, I wrote so many hundreds of words on the job each day that I usually was happy to get away from the typewriter so I did no more about writing a novel for many years.

Then one day the urge to write something creative overwhelmed me as it has thousands of other would-be novelists. I began to correlate all the notes I had made over the course of those aimless years. I began preparation of an outline for the story and, in so doing, noted many gaps

in the material I had assembled. More importantly, I became forcibly conscious of the many contradictions in history which I had encountered during my informal research work.

At that point I then faced up to a hard question: Should I gloss over these discrepancies and do the job the easy way, or should I retrace my steps and try to determine the authentic version of these many conflicting items? I resolved that I would be conscientious and faithful in the assignment I had undertaken. I also resolved that I would never write anything I would not want my children to read, even though that course very likely precluded any best seller status for my work.

This investigation into the truth or falseness of some of the versions was the most exasperating phase I experienced in organizing and writing "The Mark of the Turtle." In many instances I never could determine with certainty which of the conflicting versions was correct. In such cases I attempted to project myself into that setting and into that period so that I could reasonably determine the correct version. Once I had accomplished that task I wrote a 1000-word outline of the story. This underwent several revisions before I arrived at what I considered a suitable starting point for the story.

Once this was done I began the actual writing. Because of my newspaper background I am a very fast, concise writer and I made swift progress. The writing was done two or three hours a night on two or three nights a week, as well as on weekends. The job consumed about six months. Once it was finished I set it aside for several months, then returned to it and tried to read it as would a stranger. Here I met a roadblock. Whereas I had no difficulty in making an objective appraisal of a news story, I now found myself unable to pass upon the merits or demerits of my work in an impersonal manner. I, myself, had become enmeshed in the story and in the lives of the participants. Consequently, I showed the manuscript to several friends whose literary attainments I held in high regard. Two of them made valuable suggestions to improve the story. All of them spoke highly of its prospects. I then went through the story with a red pencil, eliminating everything which did not in my opinion contribute importantly to the overall effect. Then, once more, I set it aside.

A month or so later I returned to it for a final personal appraisal. I was not satisfied with it. I felt that it got off to a very slow start. After mulling the problem over in my mind for several weeks, I decided to re-write the first 14 pages. Once that was done I was fairly satisfied with the results. Even then, however, I was not ready to offer the story to a publisher because I realized that there was little prospect of its returning much money as a book because it did not deal with sex. Moreover, its prospects of being filmed were dim indeed because it would require two and possibly three actors to portray the protagonist at the various ages in which he figures in the story so there could be no hope of any revenue from that source.

At last I realized, however, that I had not written it to make money. I had written the story solely because I had felt a creative urge and because I wanted to make an overlooked chapter in our national life a part of our country's living history.

At the suggestion of an author friend I submitted the book to Chilton and it was accepted.

However, there was one proviso. The publisher informed me that as a first novelist no breathless public would be awaiting my story. As in the case with most first books, it would probably lose money. This the publisher did not want, either for himself or for me. It was pointed out that the book certainly would be rated wholly unobjectionable, that it was very readable and that it was educational in that it directed fresh attention to an almost forgotten phase in our country's history. As such, the book would have a ready market in school and public libraries throughout the country. All that sounded very convincing to me so I agreed that it should be published as a Young Adult historical novel. Then I learned that there is an arbitrary maximum length of 65,000 words for a Young Adult publication. My story, written by blood, sweat and tears, was 102,000 words in length. I chopped, deleted, cut, excised and butchered ream after ream of my priceless prose with bleeding hands and heavy heart. Finally, when I had boiled it down to 70,000 words, I knew I could go no further without destroying it wholly, I called Chilton's editor-in-chief and informed him of my predicament. He asked

*(Continued on page 586)*



# Fine Printing Periodicals

BY SISTER ELIZABETH MARIE, I.H.M.

*The following article by Sister Elizabeth Marie, staff member of Immaculate Heart College Library in Los Angeles, California, lists five periodicals devoted to fine printing.*

In order to consider periodicals in their role in fine printing one first must consider the character of printing which is categorized as "fine" and then weigh in the balance, the function, form and style of each example in an individual analysis.

Definitively, fine printing is a craft which disposes of its material (type, paper, ink, etc.), in accordance with specific purpose: so arranging letters and type that the space itself becomes an integral part of the page-picture. In this instance the typographer is using type to do two things at least: to convey a message and to lay out a pleasing design. Fine printing creates atmosphere, climate, and mood; it excites, incites and completely satisfies. Typography as fine printing is a creative art.

The qualities of fine printing range from readability to allusive typography, from simplicity and unity to sheer beauty. A twentieth century typographer who, in accordance with James Baley (O.E.D.) defines beauty as "unity in variety,"<sup>1</sup> and, who uses printing as a tool for beauty, must wield it ambidextrously with radiance, proportion, and integrity. It is not palpable nor manifest to conclude that printing to be "fine" must achieve these realities.<sup>2</sup>

The five periodicals chosen for consideration in this article may or may not be fine printing in the sense of these defined limitations. The foregoing evidence will prove or disprove these points materially.

## Bibliographic description

*Ars Typographica*; an occasional miscellany of the printing art. New York: v. 1-3, No. 1, May, 1918-July, 1926.

## Function

Although *Ars Typographica* was planned as a quarterly to begin issue in 1918 with Frederic Goudy as editor and compositor under the imprint of the Marchbank Press, the editors, Frederic Goudy of volume I, and Douglas McMurtrie of volume II tried in every way to make the publication a work of art. In volume I Goudy expressed their purpose and function:

to make our publication of interest to every printer who loves his work and to many others who are in the graphic arts.

to deal with books and magazine printing, type design and type founding, decorative design, advertisements, etc.

to issue articles on the history and development of types and printing, facsimiles of old title pages and manuscripts, hand lettering of distinction. . . .<sup>3</sup>

## Form

The magazine itself was quite tall and narrow, 31½ cm. high with less than a 12 inch double page spread. It was bound in soft wove paper of dull green, grey, or brown with a unique titling job in Goudy Black Letter and a varying printer's device of historic significance reproduced in a single contrasting color on the cover.

## Style

However, though the form of the periodical was unimposing, its style and content were not. The Village types were exploited to the fullest. Goudy, Modern, Open, Truesdell, Goethe, Medieval, Saks Goudy, and Deepdene added to its distinction. In fact, excepting Deepdene alone the now famous types made their debut in *Ars Typographica*.

Bibliographers, artists, designers, makers of fine books added their bit to the research in the typographic field. Dard Hunter, Adler, Rudge, Teague, McMurtrie and many others swelled the list of contributors.

The original hope to make the publication an object of art has been realized.

### **Bibliographic description**

*The Colophon*; a quarterly for book-lovers. New York: Pynson Press, v. 1-5 (pt. 1-20) February, 1930-March, 1935; New Series v. 1-3 July, 1935-December, 1938; New Graphic Series, March, 1939-February, 1940. *The New Colophon*; a book-collector's miscellany. New York: Duschene Crawford, v. 1-3, quarterly 1948-1940. 1950 Annual.

### **Function**

Despite word variations in sub-titles *The Colophon* consistently functioned as a source book for collectors and for bookmen, and, while its primary concern was "with collected and collectable books"<sup>4</sup> it presented fine printing, incunabula, important books, important authors, American bibliography, and manuscripts. It treated the subject of book illustration often using inserts for reproduction to exemplify experiment and achievement in book design both from American and foreign presses.

### **Form**

In form the periodical was a hard-bound book of 27 cm (excepting N.G.S. which was 24 cm.). The highly polished paper boards of the first and third series and v. 1 of N.S. (2nd) were replaced in the remaining volume by buckram. The best in machine-made papers were selected and used at the discretion of the printer. Wove paper was highly favored; delicate colors were sometimes a setting for particular layout. The cover design varied with each new series and the one or two colors used changed with the season always however retaining the background of buff.

### **Style**

Each separate signature in the first series of five volumes (1930-1935) and in the New Graphic Series of 1 volume (1939-1940) was designed and printed by a specific press which had a completely free hand save in the size of the page, which was uniform for the series. Paper, color, type, and design were the tools they used to express the spirit and form of the text in new and graphic achievement. Periodization became an integral part too, where the

text called for a traditional treatment. The exception to this policy lay in the three volumes of the New Series (1936-38) designed by W. A. Dwiggins in his types and printed in entirety at Pynson Press. Although Dwiggins' design is considered effectual typography, and is often in the fine printing category, in his issues of the N.S. that radiance which marks beauty is missing.

The kind of illustration chosen in each case for the article, actually illustrated the text but color did not play as important a part in this magazine design as it would today—the policy of conservative design being reinforced by prohibitive cost in color reproduction.

### **Bibliographic description**

*The Dolphin*; a journal of the making of books. New York: Limited Editions Club, v. 1-4 (v. 4 in 3 pts.) Irregular Annual—1935, 1938, 1939-41.

### **Function**

*The Dolphin*, a periodical for all people who find pleasure in fine books was first conceived by George Macy, the director of the Limited Editions Club as an annual journal. Dr. Lehmann-Haupt planned the beginning issues as a chronological narrative to be developed naturally century by century into a single whole, the history of the book. Volume III was, in fact, entitled *A History of the Printed Book*. As new editor, however, Lawrence Wroth added concurrent developments in paper making, type-founding, press work, binding, illustrations and shop work, so as to form a unity of parts rather than a whole.<sup>5</sup> It was the policy of the Assistant Editor to enlist authorities to contribute within their own fields, for example: Goudy—"On Type Design," Koch—"Making Type," Pollard—"Layout," Wroth—"Format," Dard Hunter—"Paper," Philip Hofer—"Illustrations," "Printing History"—George Parker Winship with "Annual Surveys of Contemporary Bookmaking" reported by an eminent critic in each country: United States, England, France, Holland, Scandinavia, Russia, Japan, Italy.

### **Form**

The form that this periodical took was that of a small folio—a hard bound book limited in edition from 1200 to 2000 copies 27 cm. without



any particular cover. The first volume was printed on a smooth machine made cream paper not unlike Japan parchment. The succeeding volumes used a softer woven paper, also machine made, in off-white.

### Style

The first volume was printed by Aldus Press and the last three volumes by Yale University Press. No periodizations were attempted. The type varied from article to article only in reproduction of pages from books. The body type of volume I is Scotch Roman; volume II used Baskerville Continental, and volume III Membo—pure old style. The format relied almost entirely on two column layout. Still the whole, by reason of its organizational design and clear radiant type, as well as the sensitively chosen illustrative materials, is fine printing. Much of the merit lies in the harmoniously welded illustration and text. Actually the illustration itself is a survey of the cream of fine printing in facsimile through the history of typography to the exciting experiments of the contemporary bookmen. But volume IV fell below these standards and fell in disfavor. It was issued in three small sections appealing “to the men who buy books with something new added—the short story.” The characteristics of beauty and the essentials of fine printing were missing.

### Bibliographic description

*Print*; the magazine of the graphic arts. New York: William E. Rudge Inc., 1940 – (not published 1945-48).

### Function

*Print*, too had several sub-titles which embodied the slightly evolving function of the magazine: the magazine of the graphic arts; a quarterly journal of the graphic arts; the magazine of visual communication; America’s graphic design magazine. The phrase “graphic arts” in the first, second and fourth sub-titles denotes all of the means by which ideas are reproduced in visual form by use of graphic symbols. At *Print*’s beginning William E. Rudge, the publisher announced: “now, more than ever, we need to use the power of the graphic arts as one of the great instruments to build a better world. *Print* intends to demonstrate the importance of this, why it affects you, and how it

can be improved.”<sup>7</sup> Another definite theme runs through all of the issues in the first 10 years of publication, though it is not as strong in the last 10—to recognize and improve American book design and craftsmanship. With volume VII *Print* became bi-monthly and introduced a whole new program presenting printing on an international scale. Added advertising and increased circulation, financed a remarkable survey and demonstration of book design, advertising design, typographic illustration, paper, binding and graphic processes. Soon regional issues were inaugurated and became periodic; guest editors designed; new policy arose; a policy which provided in *Print* a meeting place, a gallery, and a forum reviewing the past and reporting the present in the *Print* World: “We hope to be more provocative, more informed, and more useful to more people. . . . It is our belief that the main purpose of those interested in the graphic arts is that of mass production and the imparting of ideas and information and selling through the printed word. It will be our aim to demonstrate how this can be better done with dignity, variety and economy.”<sup>8</sup> With volume VIII this editorial policy brought into *Print*, periphery widened to advertising, direct mailing, television, the movie industry, packaging, printing, publishing, independent and consultant design groups, selected corporation design programs, A I G A, etc., etc. The highly competitive character of commercial art has raised the level of its best output. Artist-Fine-Printers are highly paid, rightly reputed designers in business and in industry today. *Print*’s function is that of reporting the contemporary scene graphically.

### Form

During the early period of *Print* it took the form of a slight magazine: eight signatures, 24 m., and published quarterly. Inserts, insets, facsimiles, color lithography, block prints heightened its formal design in a way employing a special process and designer, but never in the experimental field or *avant garde*. In the later period (summer of 1951) *Print* personality began to change. Policy grew and its very form took on widening horizons. The printed double page spread began at 17 inches instead of 14;

(Continued on page 587)

This is the last in a series of "Letters to a Librarian," a discussion of Science books for the Primary grades, written to a fictional librarian by Sister Jeanne Margaret, Primary Coordinator and Teacher at St. Simon School, while a student in the Department of Library Science, Rosary College, River Forest, Illinois. We hope the letters have proven instrumental to our teacher-librarian members.

## Letter to a Librarian

Miss Virginia Hade  
Lindbergh Library  
25 South Lindbergh Road  
St. Louis 23, Missouri

St. Louis' 23, Missouri  
11019 Mueller Road  
St. Simon School  
June, 1962

Dear Miss Hade,

We all lead such active lives today that the beauties of nature often pass unnoticed as we hurry here and there in our busy routine. When a book such as Betty John's *Hummingbirds\** comes into our path we are motivated to stop and enjoy some of the beauty which surrounds us.

This little book served to dispel the illusion which was rather prevalent among the children that hummingbirds were so named because they made a humming sound in contrast to the beautiful song made by some of the other birds. These tiny birds are unusual in so many ways that the children were extremely interested in their story. Betty John's attractive book was never on the shelf for a very long time.

A recent issue of *Look* magazine featured an article about Crawford H. Greenewalt who is noted for his rare photographs of hummingbirds. Eighteen full color pictures accompanied the article. A student in Primary Three mounted each one on an attractive background and arranged an eye-catching bulletin board display for his classroom. The children noticed that not one species pictured on the bulletin board was the same as the 13 species found in Betty John's book. This emphasized the statement that she made concerning the existence of approximately 500 species.

It is said that a bird-watcher must have an infinite amount of patience, but a teacher finds it difficult to explain this to a child who has waited many hours for a certain species to appear. A child in one of the Brownie groups was so anxious to see a hummingbird that her teacher asked the group leader to take the children to the zoo as Betty John suggested. This visit to the zoo proved to be the initial one for some children. They could hardly believe their eyes when they saw the hundreds of beautiful birds. The Brownie leader found it difficult to keep her little charges on schedule. They had found a new world of wonder. Birds no longer remain unnoticed by these children, and now they boast about having seen a real hummingbird.

The children found the list of things to do quite interesting. One boy readily admitted that he had a birdbath in his yard but he never paid much attention to it. Now he fills it every day and even his mother and dad have become interested in the little creatures that stop for refreshment. They had not realized that so many different kinds of birds were present in this neighborhood.



Bill Barss's illustrations had a rare, delicate beauty which seemed to us to express perfectly Betty John's idea of a hummingbird. She wrote, "He looks like a lovely jewel hanging from the sky on an invisible thread." Mr. Barss's pictures had a gossamer-like quality which the reader often paused to enjoy. This book should help to develop an appreciation of the beauty of God's creations. One little girl enjoyed the pictures so much that she began to collect bird pictures. She pasted each picture in a scrapbook and labeled it carefully with the name of the bird. The fascination of this hobby grew. Within a short time she collected about 25 different species and could name each one correctly.

I have often heard of model airplanes, but the other day was the first time I ever heard of a model bird. They can be purchased in a Dime Store, I'm told, and consist of several pieces of plastic material which must be fitted and glued together according to directions in order to form a bird. The back shelf of a Second Grade classroom became a popular aviary for this type of bird. Since these pets required no special care, the teacher welcomed every new addition. I was amazed at the number of different kinds which appeared.

Being both the Primary Coordinator and a primary teacher, I am doubly grateful to you for sending us the new science books. The children have come to look forward to Friday afternoon when they may tell anything they want about a book they read during the week. Talking about books and sharing experiences connected with them seem to be much more fun than making a formal book report. We are eagerly awaiting the next set of books.

Gratefully yours,  
Sister Jeanne Margaret, O.P.

**FOOTNOTE**

\* John, Betty. *Hummingbirds*. Chicago: Follett Publishing Company, 1960.

*New Reprint*

**GILLOW, J.**

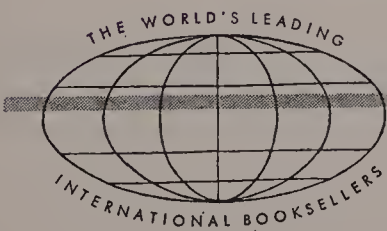
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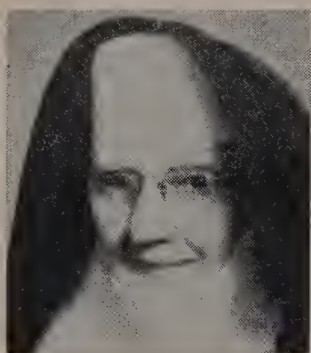
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## BOOKS AND BANDAGES

Contributions to this section are solicited and edited by:

SISTER MARY BERENICE, R.S.M.

Mercy Hospital  
Buffalo, New York

The Editor of this column extends her personal appreciation to each and every person who contributed to "Books and Bandages" since the beginning of her tenure.

### **The Need of Professional Training In Preparation for the Administration of the Medical Library**

On December 10, 1879, the Commonwealth of Massachusetts granted a charter to a group of men who had associated themselves with the intention of forming a corporation known as the *American Library Association*. The purpose of this corporation was to promote library interests throughout the world and to make use of such other means as may be authorized from time to time by the Executive Council of the American Library Association in order to attain the purpose for which they were founded.

As regards librarianship in general, the American Library Association is the national organization, the agency through which the profession speaks with most authority.

The Association of Medical Librarians was organized on May 2, 1898 through the activities of Dr. George M. Gould, Philadelphia; Dr. William Osler, Johns Hopkins; and Miss Margaret Charlton of McGill Faculty of Medicine.

In 1907 the name was changed to *Medical Library Association*.

No doubt, you have had opportunity to read the article "Medical Record Librarian in the Medical Library," written by Miss Maryan C. Maier, which appeared in the February 1956 number of the *Journal of the American Association of Medical Record Librarians*.

In the wake of this article, it does not seem out of place to briefly review a few pertinent facts. In 1897 Grace Whiting Myers was offered the first regular appointment as Librarian in charge of the Medical Literature in the Massachusetts General Hospital. A few weeks later she was told that the care of the Hospital "Records" was also a part of her responsibility. Perhaps the confusion in terminology and in functions that exists today as regards Medical Librarianship and the Medical Record Librarian dates to Grace Whiting Myers' appointment.

Eventually, Grace Whiting Myers was invited to join the Association of Medical Librarians.

One day after the Spanish-American War, Miss Myers asked the Hospital Superintendent if there were any title connected with the work she was doing on records. To this he answered: "Well, I'll call you 'the woman in charge of records'." And as she so often said, she dubbed herself "Keeper of Records."

In 1912 at the suggestion of Dr. Henry Christian, Miss Myers called together the "record clerks" from the four or five other big hospitals in Boston. This meeting was the beginning of that which in 1928 became the *American Association of Medical Record Librarians*.

Records, as we are aware, have become an integral part of the Hospital and its teaching program. Precious papers called records or case histories are no longer tied together in bundles and consigned to collect dust as they did in former years. Today, medical records are well organized, kept-up-to-date, and in many situations are microfilmed.

With the brief background cited, it is evident that the Medical Record Librarian and the Medical Librarian are two distinct personalities

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*Bibliography Series No. 4, "Bibliography on Nursing of the Chronically Ill, 1953-1961" appearing in the February issue of the CLW, was prepared by the Library Staff of the Mercy School of Nursing, Watertown, New York.*



prepared to give two distinct, different types of services. It is the term "Librarian," adopted by the younger of the two organizations, the American Association of Medical Record Librarians, that has perhaps caused the confusion which at times exists in regard to these departments.

Be that as it may, today the Medical Record Librarian in a small hospital may be asked to take the responsibility for the Medical Library, until such time as the hospital is financially able to secure the services of a qualified Medical Librarian.

It is at this point that I presume to suggest: One cannot be a specialist in all fields. If you must be responsible for the Medical Library, STOP—LOOK—LISTEN—and ACT!

STOP—long enough to realize you have not been professionally trained for the work at hand, viz., responsibility for the Medical Library.

LOOK—Yés, look over the geographical area in which you are established, locate a Medical Librarian with whom you can discuss your problems and from whom you can receive professional guidance.

LISTEN—to all suggestions given by the resource person or consultant.

ACT—make an earnest attempt to avail yourself of *Continuing Education Courses* as offered by Hospital Associations viz., *American Hospital Association*, *Catholic Hospital Association*, plus universities and colleges. Among those in the latter category are included: Catholic University of America, Washington, D.C.; Columbia University, New York City; Drexel Institute, Graduate School of Library Science, Philadelphia; Emory University, School of Library Science, Atlanta, Georgia; University of Illinois, Urbana, Illinois; University of Southern California, School of Library Science, Los Angeles; and Western Reserve University, Cleveland, Ohio. Contact the Dean of the Library School for further information. Students enrolling in these courses may apply for a scholarship offered by the Medical Library Association for each course.

May I review each caption as implied in the article written by Miss Maier: (a) Organization and Management; (b) Budget; (c) Periodicals; (d) Charging and Discharging Materials Bor-

rowed; (e) Accessioning; (f) Binding; (g) Indexes; (h) Classification and Cataloging, etc., etc. Each phase of this work has its own peculiar method of technique.

If one is to be overconfident in a field for which he is not prepared and establish incorrect and incomplete procedures, which in time will prohibit a successor from following, the hospital suffers economically, both from point of time and money, library service is less efficient and there is a lack of continuity in the type of service to be rendered to the Medical Staff of the Hospital, and indirectly this lowers the standards of patient care.

From a professional standpoint it is suggested that the Schools for Medical Record Librarians be invited to provide for such training as will equip their students to handle the additional responsibility when the need arises for them to take over the Medical Library in a small hospital. Will this be an added burden in arranging for class schedules? That depends upon the attitude and size of the Faculty of the school in question.

Trained Medical Librarians carrying heavy schedules, will, I am sure, be willing to assist with the program. However, it will be necessary to so arrange the time element, that not a meager period of orientation to the Medical Library is allowed, but sufficient hours for assimilating both the theory and practice which will assist the person in question to assume with confidence the added responsibility placed upon his shoulders.

The above is not written as an attempt to discourage those who may be faced with the dual responsibility already mentioned. However, it is an effort to point out the difficulties with which one may be confronted, and this in order that forewarned, you may be forearmed.

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## FROM ONE CATALOGER TO ANOTHER

### Religious Texts at the Paris International Conference

BY OLIVER L. KAPSNER, O.S.B.

As was mentioned in the February CLW issue (p. 343) there were also special group meetings besides the general sessions at the International Conference on Cataloging Principles, held at UNESCO in Paris last October. The Conference as such was concerned with establishing broad principles which should form the basis for work in cataloging and bibliography. Some of the special groups were appointed to discuss matters which entered into the final decisions of the Conference, while others weighed borderline questions for future reference or to help catalogers determine a policy when returning to their respective countries and libraries. Consideration of the case of religious texts belongs to the latter group.

With permission we quote below the report of the group meeting on liturgy and other religious texts, as submitted by Miss Eisenhart, who presided at the meeting. It should be borne in mind that this report is in no sense an official pronouncement of the Conference. It simply describes the discussions of a small working group of persons interested in problems of main entry for religious texts. It was not submitted to the Conference as a whole, nor were its suggestions discussed or voted upon by the Conference.

"Present during the whole or part of the group meeting were: Dr. Adler; Miss Marguerite Brosseau (Canada: Bibliotheque Municipale, Montreal); Mrs. V. Cunningham (U.S.A.: Library of Congress); Mme. Dreyfus-Drevet (France: Bibliotheque de la Sorbonne, Paris); Miss Ruth Eisenhart (U.S.A.: Union Theological Seminary Library, New York);

Mme. Y. Fedorov (International Association of Music Libraries); Rev. Oliver Kapsner, O.S.B. (U.S.A.: Catholic Library Association); Mr. Seymour Lubetzky (U.S.A.: School of Library Service, University of California, Los Angeles); Dr. Hannah Oppenheimer (Israel: Jewish National and University Library, Jerusalem); M. Roger Pierrot (France: Bibliotheque Nationale, Paris); Dr. R. Samulski (Germany: Universitätsbibliothek, Muenster).

"The points discussed and the conclusions reached informally by the group are:

"Liturgical works which are official denominational orders of worship are to be entered as works of corporate denominational authorship. The group thought it well to emphasize, however, the distinction between denominations and religions. Where a religion (e.g., Judaism) has no corporate structure, it may be necessary to enter its liturgical works directly under uniform titles (e.g., Mahzor), depending upon form subject headings to collocate materials under the name of the religion.

"The group also agreed that liturgical works of subordinate bodies (e.g., religious orders, monasteries, dioceses, etc.) should be entered under the specific authorship of the subordinate body, rather than under the name of the larger denomination.

"It was agreed that uniform titles, preferably in the official language of the liturgy, are important as filing titles under the name of the corporate author.

"Unofficial adaptations of liturgical works should be entered under title or compiler as the conference may decide for entry of compilations, with an added entry under the original work from which it is adapted.

"The group also discussed, without formulating any conclusions, the problem of the form

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*Father Kapsner is Research Cataloger at Saint Vincent College Library in Latrobe, Pennsylvania.*



of name for religious institutions known by popular or place names, whose real names are little known and difficult to establish (e.g., the monasteries at Fulda and Monte Cassino)."

*Submitted by Ruth Eisenhart to the  
Executive Secretary*

In the February-March issues of CLW for this year was printed a complete "Statement of Principles" as formulated by the Paris International Conference. That will be useful henceforth in order to refer to, for discussion purposes, particular provisions in the broad statement of principles.

The case of liturgical books for general libraries falls under one of two clearly formulated provisions. Should liturgical texts be treated in accordance with statement 9, which specifies when the main entry should be made under the name of a corporate body? Or can their case be considered to fall under statement 11 (works entered under title), specifically 11.14, which specifies that works known primarily or conventionally by title should be entered under title?

For their own purpose Catholic libraries could easily settle to go along with the brief and clear provision of 11.14. Such names as *Missale Romanum*, *Pontificale Romanum*, etc., are well-known and distinctive titles. There is not any mention on the title page of the name of a corporate body responsible for the work. For the same reason they could give the "Book of Common Prayer" similar consideration.

But general libraries must fit their specific decisions into a broad pattern. In order to continue the fruitful discussions begun at UNESCO, Miss Eisenhart has in mind to prepare a questionnaire on the cataloging of liturgical texts, to be distributed for observations and comments to the 63 delegations which constituted the Conference. We can, therefore, expect to hear some more about this interesting and intriguing problem.

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**Make Plans Now to Attend  
the 39th Annual Convention  
to be held in Los Angeles  
April 16-19, 1963.**

## Spring Highlights

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### DICTIONARY OF MORAL THEOLOGY

**Compiled under the direction of  
Francesco Cardinal Roberti**

*Edited and translated under the  
direction of Henry J. Yannone, S.T.L.*

Inspired by the exhortations of the late Pius XII for an examination of the most pressing moral problems of the day, an illustrious group of scientists and theologians have provided a dictionary which will act as a practical and efficacious guide for Catholics.

**DICTIONARY OF MORAL THEOLOGY** considers the integration of moral principles with the various professions and activities to which men dedicate their daily life; it further treats of topics in the fields of economics, sociology, law, and politics, which have a relationship to the means and methods of fulfilling moral obligations or solving moral issues.  
over 1,400 pages \$25.00

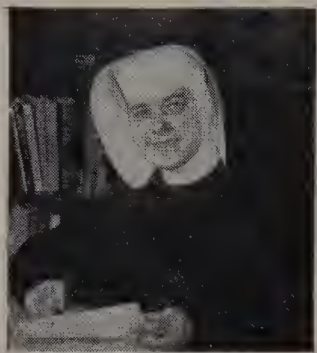
### CHRISTIANS IN CONVERSATION

**with a Preface by Most Rev.  
Peter W. Bartholome**

In a spirit of charity and hope, a group of Catholic and Protestant scholars gathered at St. John's Abbey, with the permission of the Holy See and under the auspices of the Bishop of St. Cloud, to discuss the issues which divide and unite Christians. **CHRISTIANS IN CONVERSATION** contains the papers which were read at this colloquy. Contributors include Rev. Raymond Bosler, Dr. Jaroslav Pelikan, and Pastor Berthold von Schenk.  
\$3.00

**THE NEWMAN PRESS**  
Westminster, Maryland

## CLA NEWS AND VIEWS



### Spring Round-Up Marks End of Reporting, But Not of Activity

THE SCHOOL YEAR'S AT ITS CLOSE; THE THIRTY-THIRD volume ends with this issue; this column's editor completes her labor of love, bids adieu to her readers, and wishes god-speed to her successor. Since the fall of '53 many have been the hours she has worked; many are the words she has written and typed; many are the friends she has made—and few (she prays), the foes.

Since the last writing toward the end of January, much material has accumulated about CBW, winter and spring meetings, personalities, and publications.

"It was our best ever!" enthusiastically wrote Sister Mary Margaret, C.R.S.M., Mater Misericordia Academy, Merion Station, Pennsylvania, Chairman, PHILADELPHIA AREA Unit, reporting on the Unit's 15th annual Catholic Author Luncheon and Autograph Party, Bellevue-Stratford Hotel Ballroom, February 24. "We had 1075 at the luncheon, with 14 honored guests at the head table: two Catholic authors as main speakers—Helene Iswolsky and Father Joseph E. Kerns, S.J., of Philadelphia—three other local Catholic authors—Dr. James H. Mullen, Thomas O'Leary, and Flora Strousse—the Chairman of the WESTERN PENNSYLVANIA Unit, the Secretary-Treasurer of the WASHINGTON, D.C.-MARYLAND Unit, the Head of the School of Library Science, Villanova University, the artist who painted the national children's poster, CLA Executive Secretary, the

Superintendent of Diocesan Schools of the Archdiocese of Philadelphia, and the former Provincial of the Augustinian Order, who currently as pastor furnished a beautiful library for his elementary school."

People from at least seven states besides Pennsylvania—Connecticut, New York, New Jersey, Delaware, Virginia, Washington, and Maryland—attended the luncheon and the section meetings of the 15th annual Library Conference in the morning. Marguerite de Angeli, author-illustrator, spoke on "Making Books for Children" for the Philadelphia Catholic Literature section.

Winners in the CBW poster contest received prizes at the luncheon. The autograph party began at 3:30 with the five authors pen in hand and books available at two book stands.

Sister Mary Margaret, "super-active Chair-man" of the PHILADELPHIA AREA Unit, responsible for the tremendous success of the Luncheon, had been an honorary guest at the WESTERN PENNSYLVANIA Unit Catholic Press Month luncheon at the Penn-Sheraton Hotel. (Thanks, Sister, for everything! The best of success to you!)

### More authors, more success . . .

Another successful annual CBW affair was the Boston Catholic Book Forum and Fair, February 24, at the New England Mutual Hall. Four authors—Father Thomas J. Carroll, director of the Catholic Guild for the Blind; Michael Novak, whose *The Tiber Was Silver* was the selection of the Family Catholic Book Club, the Catholic Book Club, and the Catholic Digest Book Club; Barbara Cooney (Mrs. Charles Porter), Caldecott Medalist, and Francis M. Rogers, Professor of Romance Languages at Harvard—were guest speakers and autographed copies of their books. Prizes were awarded winners of the art contest.

Rain, snow, and gale failed to detract from an especially gala celebration of this 25th anniversary of Catholic Book Week in Boston. (NEW ENGLAND Unit.)

### CBW spells successful . . .

The March Newsletter of the GREATER NEW YORK Unit reports high-flying high school activities: Cardinal Spellman High School: a

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By Sister Edward, S.C.L., Librarian at Central Catholic High School, Billings, Montana.



book display featuring titles from the Young Adult list; St. Helena High School for Girls: a faculty luncheon with Fulton Oursler, Jr., as guest speaker; Albertus Magnus: four contests with prizes: doll, poster, book packet, and book review. Sister Marie Joseph, editor, adds others in her report: assemblies presenting scenes from classics and popular books, lists of best sellers "housed on particular shelves," authors as guest speakers, exhibits of new books.

It was in February all right, but not when the rest of CLA was observing CBW. Flu invaded St. Joseph's Ursuline Academy, Malone, New York, and caused planned activities to be postponed until the week of February 25. In a story in the *Malone Evening Telegram*, March 8, recognition was given to grade and high school students who organized book exhibits, moderated or participated in programs, won essay or poster contests, and were admitted to the Pius Tenth Readers Guild or were awarded certificates for having read 15, 20, 40, or 60 books. (Thanks to Mother Margaret Mary, O.S.U., for letter and clipping!)

The GREATER NEW YORK Unit deserves commendation for the following: 9,000 Young Adult book lists distributed, 2,000 book lists for adults made available, 15,000 book marks into the hands of book-lovers, and 450 posters prominently displayed.

### **Down South, too . . .**

For best interpreting the theme of CBW on a poster, prizes were presented to grammar and high school students of the GREATER NEW ORLEANS Unit. The Tangley Oaks Education Center provided two traveling trophies to be awarded annually to the schools which the winning students represent.

In an effort to make a worthy contribution to the Ecumenical Movement, members of the Catholic Book Forum of the GALVESTON-HOUSTON Unit met at Jones Hall of the University of St. Thomas, March 4, to consider Father Tavad's paperback *Protestant Hopes and Catholic Responsibility*. Audience participation followed a panel presentation by Mary Jane Sullivan, moderator, Father John McCarthy, Father E. T. Coles, S.J., Charles O'Halloran (Librarian of Galveston Public Library), Mrs. John Stevens, and Robert Beauchemin of Pasadena. Included in the Second Biennial Adult

Forum were a book exhibit and social hour. High schools were invited to send four top-ranking seniors as guests.

Mary Jane Sullivan and June Roethsberger were co-chairmen of the GALVESTON-HOUSTON CBW committee.

The Catholic Book Forum discussed Gertrud Von Le Fort's *Song of the Scaffold*, February 15, with lead questions prepared by Mrs. C. L. Hines and Mrs. Sidney Martin.

### **And more distant points . . .**

Canada, too, has its discussion group. Founded four years ago in Toronto by three young men who loved good books, the Catholic Reading

## **THANKS!**

The Editors of the *Catholic Library World* extend to their contributors heartiest thanks for many hours of work during the past volume year. Deadlines were made and missed but the *World* managed to come out during the month of publication.

The Editors acknowledge the work of Sister Edward, S.C.L., Librarian at Central Catholic High School, Billings, Montana. Sister Edward for the past ten years has written the column, "CLA News and Views" which appears in the CLW. Sister concludes editorship of the column with this issue.

Succeeding Sister Edward is Sister Mary Margaret, C.R.S.M., Librarian at Mater Misericordiae Academy, Merion Station, Pennsylvania. Sister Mary Margaret is the immediate past chairman of the Philadelphia Area Unit of the CLA.

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Guild meets once a month, except August, at the home of one of its members. Among the titles considered, both Catholic and non-Catholic, have been *This Is the Mass*, *Christianity and Democracy*, *Orthodoxy*. One of the founders, Dan McDonald, is now manager of the St. Joseph Book Centre. (ONTARIO Unit).

Received from abroad just in time for display for CBW at Mt. St. Scholastica College, Atchison, Kansas, were a complete facsimile in two volumes of the Lindisfarne Gospels and 43 facsimiles of Duft and Meyer's Irish miniatures in the Abbey Library of St. Gall. (MIDWEST Unit)



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Regis College, Weston, Massachusetts, observed Catholic Book Week by mailing three cartons of gift books to Maryknoll College at Manilla. This college, started just prior to World War II, was taken over by the Japanese for military purposes. After three years' imprisonment the Sisters reopened the college and now plead for books, particularly volumes of the *Book Review Digest* and all periodical indexes and guides issued prior to and during 1940-1950. Single-year volumes will be accepted. Packages may be mailed to Sister Rose Marie, Maryknoll Teachers' College, Maryknoll, New York. The NCWC will transport them to the Philippines. (NEW ENGLAND Unit)

### Personalities to the fore . . .

Ethelmary Oakland, of Seton Hill University, who moderated GREATER NEW YORK's SLAG for several years, now will represent CLA on the newly formed Joint Committee on Library Work as a Career, sponsored by the Council of National Library Associations. Miss Oakland generously volunteered to serve in place of Dorothy Deegan, Chairman, GREATER NEW YORK Unit, whose earlier commitments made it impossible for her to accept Father Canfield's invitation.

Anna Clarke Kennedy, who recently led numerous discussions of the *Standards for School Library Programs*, has retired as Supervisor of School Libraries. (GREATER NEW YORK Unit)

MICHIGAN Unit is proud of its Genevieve Casey, Michigan State Librarian since last October. A member of CLA, ALA, and MLA, Miss Casey is President of the Association of Hospitals and Institutions of the ALA. Except for one year, 1946-47, when she was with the American Army in Germany, she has been with the Detroit Public Library for a period of 25 years.

Among present or former members of the NEW ENGLAND Unit:

Father John Broderick, past Chairman, is chaplain of the Tactical Fighter Wing of the 102 Air Force in France. Recently he was interviewed on TV.

Sister Mary James, S.S.N.D., formerly of Malden, Massachusetts, has been appointed president of the Sisters College of her order in Wilton, Connecticut.



Philip McNiff, Associate Librarian of Resources and Acquisitions at Harvard, has received an appointment as the first Archibald Cary Coolidge bibliographer of Harvard.

Father Nicholas McNeill, S.J., of Cheverus High, Portland, Maine, is a member of the Committee for Cooperation with the ALA.

Mary Pekarski, of the Boston College School of Nursing, is to represent the College at the Medical Library Association conference in Chicago in June. (Thanks to Anna Manning for NEW ENGLAND Unit news.)

Miss Manning is still at work on the library of the Mary Immaculate School at the House of the Good Shepherd. Two other members of the Unit, both retired B.P.L. librarians, Beatrice Coleman and Anna McGuinness, are working with her.

Brother Hector Gomez, formerly of Assumption College Library in Worcester, is Librarian at the Assumptionist International College in Rome.

#### **Well-laid plans to enrich meetings . . .**

Sister St. Anthony, C.N.D., Chairman, sent word from Kingston in March that the guest speaker at the meeting of the ONTARIO Unit, May 5, at St. Mary's College, Brockville, would be Romeo Maione. Former International President of the Young Christian Workers, Mr. Maione is now Assistant to the Director of the Social Action Department of the Canadian Catholic Conference, Ottawa. After years in Rome and Brussels at the center of the Young Christian Workers, as President of YCW, he presided at the International Congress of YCW at Rio de Janeiro, Brazil.

At this meeting, at which Father E. F. Kennedy, C.S.S.R., Librarian, St. Mary's, presides, the Chairman hopes to form two sections: one for high school librarians, one for elementary school teacher-librarians.

Aware of distances in the big city and its suburbs, Mr. and Mrs. Ed Koncel, Co-Chairmen of the Parish Section of the ILLINOIS Unit, planned three separate meetings at three locations in Chicago—West Unit, North Unit, South Unit—each with its own chairmen, and each with the identical rich program of speakers and panelists during the months of March and April. Librarians from as far as Rockford, Joliet, and Peoria attended.



# **THE HOLY SEE AT WORK**

## **HOW THE CATHOLIC CHURCH IS GOVERNED**

by

**BISHOP PETER CANISIUS VAN LIERDE**

Sacristan and Vicar General To Pope John XXIII for Vatican City

### **AN AUTHORITATIVE ACCOUNT OF THE INNER WORKINGS OF THE VATICAN**

**T**HIS is the most authoritative account ever presented of the organization and day-to-day life of the government of the Catholic Church.

No volume such as this, by so highly placed a personage, has even been published. The author is Sacristan and Vicar General to His Holiness Pope John XXIII for Vatican City. The Bishop, who is in daily contact with the Pope, has an unrivaled knowledge of the inner working of the Vatican.

The author begins with a detailed examination of the nature and functions of the various levels of the hierarchy and of the Church government. He shows clearly the methods of operation and the types of problems each of the Holy Offices has to deal with. The author analyzes the juridical structure of the Church, and goes on to describe the day-to-day routine of the Sacred Congregations, the Bureaus, and the Offices, which make decisions involving millions of Catholics throughout the world. Detailed information on all these aspects of Church government has seldom been so thoroughly presented.

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Besides planning these successful spring meetings Ed and Eileen Koncel published their three mimeographed, well-filled pages of *Parish Library News*.

At their April 29 meeting at St. Leonard's Academy, the PHILADELPHIA AREA Unit launched their Books-for-the-Missions Program, with Father Augustine B. Lomond, O.S.A., of Monsignor Bonner High School, as chairman.

### **February 24, popular meeting date . . .**

Practical problems were discussed at the meeting of the Upper Levels Division of the GALVESTON-HOUSTON Unit, February 24, in Welder Hall, University of St. Thomas. High school teachers concerned with students' reading "skinny" books to fulfill requirements for several classes, were reassured of the permissibility of integration; that is, one good, solid book being accepted for more than one class, history and English, for instance.

Since members come from different types of libraries, with different interests and problems, the question of continuing with the two-hour sessions twice a year or adopting the plan of a full-day meeting, is under consideration.

Door prizes for lucky ticket holders and mementoes for all awaited high school librarians and guests who went to Chicago's new Gordon Technical High School, February 24, for the Secondary School Section of the ILLINOIS Unit meeting. Father George Jendrach, C.R., Principal of Weber High School, spoke on "The Principal and the Catholic High School Library." A panel discussion on "How the Library is the Pulse of the Curriculum" was given by speakers from five high schools of Chicago and suburbs.

### **Advice from the wise . . .**

From Holy Family High School, Alabama, Sister Agathena, S.C.N., newly elected Chairman of the ARCHBISHOP TOOLLEN Unit, reports on the annual meeting held at Pensacola Catholic High, Pensacola, Florida, February 24, with Sister Teresa Joseph, S.L., former Chairman, presiding. It was decided that in addition to the annual general meeting, sectional meetings be held in three areas: those of Mobile (including Pensacola and all of Northern Florida), Montgomery, and Birmingham. Also planned are sectional meetings in conjunction with the

annual teachers' institutes in Mobile and Birmingham.

Organized in 1957, the Unit was first named the Bishop Toolen Unit. "We are most fortunate," writes Sister Agathena, "to have the full support of our diocesan school superintendent."

One hundred and fifty high school librarians and friends crowded into the Crystal Room of the Bellevue-Stratford Hotel before the PHILADELPHIA AREA Unit Catholic Authors Luncheon to hear Philadelphia author Thomas O'Leary tell of his aspirations, vicissitudes, and successes in writing *The Mark of the Turtle*, a historical novel of events in New York State, where the Iroquois lived during Revolutionary days.

(Thanks to Sister Marie de Brebeuf, I.H.M., St. Edmund Convent, Secretary-Treasurer, High School Section, PHILADELPHIA AREA Unit, and Local Chairman, CBW, 1962.)

### **High ideals and good ideas . . .**

"We have the formation of youth in our hands," said Bishop Charles Helmsing, in the opening address of the regional meeting of the GREATER ST. LOUIS Unit, February 10, at Notre Dame High School, Cape Girardeau, Missouri. "We must keep in mind the destiny that is ours and theirs and dedicate ourselves ever more earnestly to the ideals of truth and freedom. This is the apostolate of the Catholic librarian as I see it, for the welfare not only of the Church, but also of our country and the entire world."

Good ideas came out of the final meeting of the Elementary School Division of the GALVESTON-HOUSTON Unit, February 10, at Corpus School, Houston. At the request of Mrs. Ray J. Kelly, Chairman, Sister Vincenta, principal of Corpus Christi, explained her plan for reaching out-of-town schools. Besides the general chairman, there would be three regional chairmen, representing areas where meetings would be held. The general chairman would attend all three meetings, while the regional chairmen would conduct the meeting under his direction.

Sister Ann Caroline, of St. Anne's School, told how she had graded the books in their library according to grade level. With the *Children's Catalog* as guide, she labeled third and fourth grade with a triangle symbol, fifth and

(Continued on page 587)



# Books For Young Adults

EDITED BY LORETTA M. WINKLER

MAULE, Tex. *The Shortstop*. 180p. 62-10755.  
David McKay. \$3.50.

Tex Maule is fast becoming one of the popular writers of sports fiction for young adults, though most sports enthusiasts know him as one of the best writers for "Sports Illustrated." He is a skillful writer, and can tell an exciting story.

*The Shortstop* is the story of a young collegian's first year with the New York Yankees. Jim is signed by the Yankees and must become a major leaguer within a year, or give in to his mother's desire for him to become a lawyer. Naturally he makes the grade after being sent down to the minor leagues for a few weeks of seasoning.

The baseball action is good and the story is believable. Many of the characters are real people. Houk is still the manager, although Mantle, Maris and company, have all retired before the opening of this story.

Recommended for high school boys; good recreational reading.

LMW

YATES, Elizabeth. *The Next Fine Day*. c1962.  
Day.

A lonely young boy's acquaintance with an artist makes him aware of life's continuity from generation to generation and the preciousness of memories. Kent's mother had hidden the memory of his father from him because it was bitter to her, and in the gradual remembering

of him, both mother and son find a new direction in life. The practicality of Kent's mother provides a pleasant contrast to the artistic temperament of Kent and the artist, and the author gives her and her daily chores a simple and necessary dignity. The deep appreciation and respect that the artist and mother have for each other is beautifully portrayed.

Word pictures leave an impression on the reader long after the book is read, and the quiet English countryside with its change of seasons fits the mood of the story.

Line drawings are by Nora S. Unwin.

A tender, sensitive story for mature high school girls.

JANE BOTHAM, Librarian  
Madison Public Library  
Madison, Wisconsin

BAUMANN, Hans. *I Marched with Hannibal*.  
226p. c1962 U.S.A. Walck. \$3.50.

An old man relates to two children his experiences as a 12-year-old boy marching over the Alps with Hannibal.

Suru, the 70-year-old elephant, rescues the boy from the ruins of his village, destroyed by Hannibal. The old elephant sees in the child the makings of his future driver. Carthalo, the Carthaginian driver of Suru, teaches the boy all about handling elephants. And since Suru is Hannibal's favorite elephant, the boy also has a chance to see and learn a good deal about the astonishing young general.

Hannibal is portrayed as a man who considers each member of his army a friend and often personally a poor soldier. Yet, his single

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Miss Winkler is Young Adult Specialist in the  
New York Public Library, Richmond Borough.

purpose to destroy the Romans soon destroys the boy's faith in him. Silenos, secretary to Hannibal, is a contrast to his leader. From Silenos, the boy learns the real value of love above hate.

Descriptions of the hardships are vivid and the reader has a real feeling for the men and their loyalty to Hannibal. Much of the writing has the rhythm of poetry.

A chronological table and several maps help to place the story in time and location. Nevertheless, the book does presuppose some interest in the period.

Recommended for eighth grade students, particularly for those who like tales of ancient times, or for those who might be interested in Hannibal and his conquests.

JANE BOTHAM, Librarian  
Madison Public Library  
Madison, Wisconsin

HOEHLING, A. A. *Who Destroyed the Hindenburg?* 241p. 62-9541. Little, Brown & Co. \$4.95.

As the *Hindenburg*, the great German zeppelin, began its first journey of the 1937 season, an air of apprehension seemed to surround its high silver form and transcend the gaiety of the crowds who waved farewell.

The author of *Who Destroyed the Hindenburg?* brings us along on that fateful journey and the feeling of anticipation is built up as he chronicles each day of the voyage. We meet the crew and passengers and as the journey ends the reader feels the tragedy deeply, knowing the background of the victims and the loved ones they left behind. But what caused the German super-airship to become a flaming derelict in less than a minute's time? And why did this catastrophe occur at the ship's mooring mast in Lakehurst, New Jersey?

A great deal of time was spent by the author in collecting material for his book. His interviews with the survivors, and the search and study of official documents, make exciting reading. "The investigation that took place at Lakehurst developed into a new but unspectacular tragedy—a tragedy of omission, of silence, of suppression, doomed from the first to miscarry. The crew members mortally feared Nazi power, and proof of sabotage would have been a stunning blow to the Nazi's proud myth of in-

vincibility."

The book should appeal to air-minded high school students and anyone who likes the pervading air of mystery. A good index, pictures and charts add to the interest of the book. Although all readers will not agree to the author's theory concerning the destruction of the *Hindenburg*, no one will deny that he has told a good story.

SISTER MARY THADDEUS  
Mater Christi High School  
Long Island City, New York

LEAF, Munro. *Ferdinandus Taurus*; a Munro Leaf conscriptus, a Roberto Lawson depictus. Latine ab Elizabeth Hadas redditus. 62-11932. McKay. \$2.95.

Our high school Latin students rarely experience the joy of picking up a piece of Latin which they can read through with any ease. Here is an opportunity to do so which should not be denied them. Since a children's classic such as *Ferdinand the Bull*, belongs to all ages, the suitability of the story does not come into question. As for the excellent Latin rendering, practically none of the constructions and little of the vocabulary will be strange to the slightly above average tenth year student. It will be a delightful revelation to the student to discover that the ablative absolute, the gerundive phrase, and the purpose clause, are not after all, limited only to the description of military maneuvers.

This is a book worth having on hand for days devoted to sight translation, or for assigned independent reading. Scholars like Mrs. Hadas and Mr. Lenard (*Winne Ille Pu*) are to be commended for their efforts to give us good Latin in new and charming settings.

A glossary and vocabulary are included.

VALENTINE IACOVANTUNO...  
Irvington High School  
Irvington, New Jersey

L'ENGLE, Madeleine. *A Wrinkle in Time*. 211p. 62-7203. (Ariel Books) Farrar, Straus and Cudahy. \$3.25.

Meg Murry, an "oddball" in the eyes of her classmates, is really a lucky, and plucky, young lady. Meg has a certain something that makes her different from her classmates, but which she cannot accept as a gift. Rather, she resents the



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## THE BEST IN CATHOLIC READING FOR ADULTS, 1962

*Catholic Library Association*

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By H. A. Reinhold

\$4.75

THE GREAT WAVE

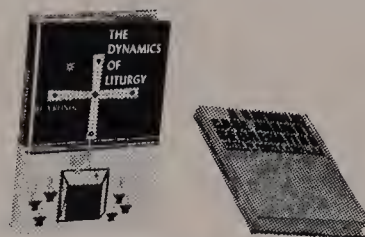
By Mary Lavin

\$3.50

A CATHOLIC CASE AGAINST SEGREGATION

Edited by Joseph E. O'Neill, S.J.

\$3.95



## THE BEST IN CATHOLIC READING FOR ADULTS, 1961

*Catholic Library Association*

DARWIN'S VISION AND  
CHRISTIAN PERSPECTIVES

Edited by Walter J. Ong

\$4.00

SAINTS OF RUSSIA

By Constantine de Grunwald

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fact that she is different. Meg's mother and father are highly intelligent scientists and have given to their bright children a part of their love for science.

In this story one must rise above the ordinary and travel with Meg, her brother Charles Wallace, and their friend Calvin O'Keefe, as they journey to another planet searching for Mr. Murry who has disappeared while working on a secret project for the government. The three children receive help from three ladies with whom Charles Wallace has become friendly. Through the unusual abilities of Mrs. Whatsit, Mrs. Who, and Mrs. Which, the trio is transported to the planet of Camazotz. They view the strange inhabitants who have given up their freedom of mind and will. The danger of losing one's identity is evident in all phases of life on Camazotz.

The story is one of fantasy, but the lesson implied is a real one. Through the adventures of Meg, Charles Wallace and Calvin, the reader can see more clearly the beauty which love brings into the lives of all of us.

This book will not appeal to all junior high students but there will be a special few who will read it with wonder and delight.

Recommended for the perceptive eighth and ninth grade girls.

SISTER MARY THADDEUS  
Mater Christi High School  
Long Island City, New York

ENGLE, Elaine. *Dawn Mission*. 62-7786. John Day. \$3.50.

This is a teen age story of a flight nurse in the Korean War. Jill Saunders prefers to become a flight nurse rather than follow the dictates of her mother, a member of the United States Senate. She meets with misunderstanding from one of the girls, but does learn a great deal in handling the Air Evac patients. The romantic angle is not overdone.

The book can be recommended for girls in the 12-16 age group where more of this type is needed.

SISTER MARY HUGH  
Librarian  
Mercy High School  
Riverhead, New York

WARD, Barbara. *The Rich Nations and the Poor Nations*. 159p. 62-11387. W. W. Norton & Co. \$3.75.

In the same clear uncluttered style that has been the hallmark of all her previous works, Barbara Ward's latest book, *The Rich Nations and the Poor Nations*, develops four basic ideas for the existence of this anomaly. Her thesis is: revolutions start with ideas, with progress, with the increase of the human race, and with the impact of science on everyday life.

This thought provoking presentation of the problems facing minority groups of people, who have been suddenly catapulted into the maelstrom of changing world conditions, provides stimulating reading for adults both young and old.

Although many of the statements in the book are startling and disturbing, there is a brighter note in the last chapter, "Not By Bread Alone."

"What then should we do?" Our first step must be a commitment. All wealthy nations must accept a common obligation to provide capital and technical assistance to under-developed areas . . . America is carrying far more than its fair burden both of the defense of the free world and of the developing nations."

"Without vision," continues this eminently readable book "we, like other peoples will perish. But, if it is restored, it can be as it always has been the profoundest inspiration of our society, and can give our way of life its continuing strength."

High school teachers will welcome Mrs. Ward's refreshing approach to some vital problems of economics, which in less competent hands might prove too complicated for the average high school student.

SISTER MARIE PIUS, S.S.J.  
St. James High School  
Ferndale, Michigan

The Proceedings of the 38th Annual Convention held in Pittsburgh will be published in the September issue of the *Catholic Library World*.



# Children's Books

BY SISTER MARY ETHELDREDA, R.S.M.

BROWN, Bill. *Rain Forest*. 96p. 62-12034. Coward-McCann. \$3.50.

There is an up-to-the-minute beginning to this supplementary science book dealing with 2,000 miles of forests stretching from Alaska to California. Bill Brown begins thus:

To an astronaut circling the earth, the ribbon of green stretching down the west coast of America would be a fascinating sight. It is two thousand miles long and rarely more than a hundred miles wide. It is always green, never changing color from season to season.

The author, who grew up in this environment and has since worked as a forest ranger is well-qualified to write on this subject with its many facets of interest for both boys and girls. The inclusion of a glossary and an adequate index are helpful to the student seeking information quickly. Besides its use as a knowledge builder, this book will be read by children who are anxious for "a good story" of one of America's foremost resources—the forest areas. Photographs collected from seven reliable sources not only make the book attractive but supply additional information to the reader.

COIT, Margaret L. *The Fight for Union*. 136p. 61-10634. Houghton. \$3.00.

A Pulitzer Prize winner has given this very fine contribution to young readers. Appealingly and

vividly she explains the great issues which led to the bloody Civil War. With deft strokes the author has brought into bold relief the strength, determination, and perseverance which characterized the leaders of both the North and the South at this period of conflict. A stimulating book which should serve to deepen the understanding and appreciation of Young Americans for the glorious heritage which has been purchased at such a price.

DUVOISIN, Roger. *The Happy Hunter*. 61-15441. 1961. Lothrop, Lee and Shephard. \$2.75.

One wonders who will be happier, Mr. Bobbin who goes hunting every year but never shoots the animals he loves so much or the children who on reading this delightful tale learn that it is really "a true story." The illustrations are superb and the text so appealing that this will be a favorite book for little "bookworms."

GARNETT Henry. *A Trumpet Sounds*. 191p. 61-12523. 1962. Doubleday. \$2.50.

The message of this book comes from its pages as clearly, forcefully and joyously as the sweet, strong and glorious TRUMPET SOUNDS. Henry Garnett has presented clearly and truthfully the status of Elizabethan England when all Catholics were in constant danger from spies who lurked everywhere. Nicholas Thorpe was only a boy when he first became aware of the dangers of this era. As he grew in stature the force of his convictions strengthened both by the grace of God and the example of in-

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Sister Mary Etheldreda is Librarian at Our Mother of Sorrows School in Johnstown, Pennsylvania.

trepid Christians among whom he lived, worked and sacrificed. Perhaps it was in return for his courageous efforts to shelter and protect hunted priests, that he felt the call to embrace the sacred Orders himself. He realized only too well that after the temporary exile necessary for his seminary training, he would return another Christ with a price on his head, but with the glorious opportunity of serving God in and through the English people he loved so dearly.

While truth is dominant throughout this book, the author has succeeded in showing treachery, cruelty and even death with such calm dignity and a certain reserve that the reader never feels horror-stricken but recognizes in his descriptions of the persecuted the power of God working in weak human members of Christ's Mystical Body. A thrilling and rewarding story.

HEWETT, Anita. *The Tale of the Turnip*. 31p. 61-15388. 1961. Whittlesey House.

The old tales re-told have a charm which make them general favorites. Even the child who knows the Tale of the Turnip will want to read it again and again as much for the fun of the illustrations as for the text unfolding the jolly sequence of events from the time the Old man the grandfather finds the seed until the ENORMOUS turnip is eaten.

KEPES, Juliet. *Frogs Merry*. 1961. Pantheon. \$2.95.

Pre-school children and first graders will enjoy this picture story with brief captions which lend themselves well to memorizations that may be said over and over as Mother or Teacher respond to their request: "Show us again."

HOOD, J. E. *Guardians of the Forest*. 192p. 62-10791. Putnam. \$2.95.

Teachers and school librarians will welcome this new title of historical fiction fresh from the pen of an English writer now employed by Her Majesty's Forestry Commission and living on the forest border in order to carry on his duties. The author's experience in forestry and his love and knowledge of ancient history qualify him for reproducing a picture of the tribes living in the forests of Britain when the armies of proud Imperial Rome invaded the island.

These freedom-loving tribes repelled the invaders with all the cunning and skills of defense characteristic of people who survived amidst rigorous conditions.

All the action—and there is plenty of it—is woven around the figure of a young lad, Alvan, son of the chieftain Sevgan. The author cleverly introduces an element of mystery into his accounts of the tribes' offensive attacks by having Alvan's wild ponies escape from capture when they answer the eerie call of the ancient tribes now returned and known as the Guardians of the Forest. It is the sorcerer Esan alone who gives this information to Alvan at the request of Bronwyd, the faithful charioteer who constantly befriends the chief's youngest son.

History and the accounts of Caesar's Wars confirm the Roman conquest of Britain but this story relates the difficulties experienced by them in doing so. Mr. Hood writes:

The Romans had neither the craft nor the experience of forest lore, and when they came to the darkness of the forest's edge, they advanced no further. For all they knew, a much greater force of warriors was lying in wait for them beneath the dripping trees, and there was something sinister about the gloomy shadows which met their eyes.

A book which should satisfy the most demanding reader—and one which may teach someone to love history who has always thought of it as a bone-dry subject.

LENGYEL, Emil. *They Called Him Ataturk; the Life Story of the Hero of the Middle East*. 192p. 62-7780. John Day. \$3.50.

This book fills a gap in Childrens' collections of material dealing with the Middle East. Only one with first hand knowledge such as Lengyel has by reason of his early environment and frequent travels in later life, could present this factual account of such a very complex area of the world. The two maps showing the old Ottoman Empire in contrast to the present Republic of Turkey will greatly assist the young readers to follow thoughtfully and with understanding the narration of how Ataturk led the people from the practice of the Koran's ancient ways of life to the twentieth century mode of existence. This naturally required stringent, and at times,



the adoption of ruthless methods against those who stood in the way of progress for one reason or another. Basic changes had to be made before his country could be modernized—even the production of a modified alphabet to replace the complicated Arabic Script which had been a primary cause of illiteracy through the centuries.

So well did the Father of the Turks succeed with the emancipation of Turkey that during his lifetime and since his death the rulers of Iran, Afghanistan, Syria, Egypt, Tunisia, Morocco, Senegal, and Ghana have copied him in their efforts to modernize their own countries.

Mastafa Kemel or the Eternal Chief as he is now called, died at the age of 57. His death was caused by excessive drinking for even with all his accomplishments he was a frustrated man who lived loosely and recklessly. With all his failings, though, his people realized that his ceaseless activities had always been for their good. All nations acclaimed him after his death but the Turkish Government expressed the thought of the nation:

"The country lost its teacher, its great chief, and humanity one of its great sons."

MARTIN, Patricia Miles. *Show and Tell*. 48p. 62-9983. 1962. Putnam. \$2.00.

Little children love to read stories about familiar pets and toys having new and wonderful experiences. This story is well told with humor and simplicity. Tom Hamil's illustrations will provide as much delight as the words.

However, librarians probably cannot help wishing that authors as well qualified as Patricia Martin, were permitted to choose their own words without restrictions placed upon them by certain vocabulary lists. Little folks should be permitted challenging words—at times even of fearful length—which would make them stand figuratively on tip-toe and stretch to reach them.

ROBINSON, Ray. *Ted Williams*. 191p. 62-10981. Putnam. \$2.95.

This biography presents a great slugging outfielder who retired from the diamond in 1960 with the third highest home run total in baseball history. It is a penetrating characterization of Ted Williams. No attempts are made by the

author to condone the faults which made him difficult material for owners, League Presidents, managers, and other players. His behavior frequently irritated the fans and at times was serious enough to bring forth an apology from The Kid. (No mention is made of any eccentric actions the day when Senator John F. Kennedy lost a \$10.00 bet on Ted's batting.)

Perhaps it was the remembrance of his own difficult boyhood in a California home broken by the desertion of his father, which dictated The Kid's complete devotion to youngsters. One example of this untiring zeal with which he carried on projects for them is that of his work as chairman of a fund-raising committee of the Children's Cancer Hospital in Boston. Nor were his good deeds done in this impersonal manner only. He frequently visited the young patients and more than once struck a "homer" at the request of a stricken child.

Boys are constantly on the lookout for good sports stories, but they may have difficulty finding this one on the library shelf for girls will soon discover that this is more than just a baseball story.

VOIGHT, Frances. *The Girl from Johnnycake Hill*. 218p. 61-13553. 1961. Prentice-Hall. \$3.50.

Stories of pioneer life seem to have a special appeal to young people now surrounded by modern comforts, conveniences, and even luxuries. Here is the stirring account of Rebecca Beech and her widowed mother going to a remote corner of Connecticut in eighteenth-century America, where they faced problems arising from numerous sources. There were restless and suspicious Indians, greedy and unscrupulous whites, all working against a background of nature's many untamed enemies. Through understanding, tact, and courage each problem is squarely met and solved to the satisfaction of all concerned.

WEAVER, Stella. *A Poppy in the Corn*. 319p. 61-7463. 1960. Pantheon.

The title of this excellent book is aptly chosen. Girls in particular will thoroughly enjoy the meaty substance offered in this psychological study of a 13-year-old war orphan, Teresa Gisselli who feels out of place with the family who gave her a home.



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"The Catholic Hospital Association will sponsor, during the late fall of 1962, two Institutes for librarians in Catholic hospitals. This is the first attempt of the Association to offer an opportunity for continuing education to those who have the responsibility of organizing or servicing a library in our Catholic hospitals.

The Hospital librarian, in recent years, has become more and more important. Changes and advances in medical science and the related services make it necessary for doctors and other professional personnel to have ready access to reliable and up-to-date reference material. The trend towards research in hospitals and the desire to have better educational programs make the library an important department in all hospitals.

It is for the above reasons, I believe, that the Joint Commission on Accreditation of Hospitals is now looking more closely at library services and holdings in all hospitals.

I sincerely hope that it will be possible for all those who are charged with library responsibility in Catholic hospitals to attend one of the Institutes which have been scheduled. The dates for the meetings are as follows:

November 14, 15, 16, 1962—

St. Louis, Missouri

December 3, 4, 5, 1962—

San Francisco, California"

The above is a copy of a letter forwarded to Hospital Administrators by Reverend John J. Flanagan, S.J., Executive Director of the Catholic Hospital Association.

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## TALKING SHOP

BY RICHARD J. HURLEY

As this is our last effort for the 1961-62 school term, we want to include many items which have found a place in our TS file under Miscellaneous. Item: The Newbery and Caldecott Awards. Elizabeth George Speare is this year's Newbery medalist with her *The Bronze Bow* (Houghton \$3.25). The 1959 award was also given to her for *The Witch of Blackbeard Pond*. The Holy Land rather than New England is the locale and the Roman rule of Israel rather than the 17th century the point of history. In the Peace of Christ, the boy Daniel resolves his consuming hatred for the Romans who killed his parents. The Caldecott award also goes for the second time to Marcia Brown for her *Once A Mouse* (Scribners \$2.95). In 1955 her *Cinderella* was selected. The theme is "Once a mouse, always a mouse"—a retelling of an old Indian fable. In turn the mouse is cat, dog and tiger and—mouse. The woodcuts are in two and three colors to make a beautiful work of art.

Item: Children's Book Week is November 11-17 for this year and the Children Book Council (175 Fifth Avenue, New York 10, New York) has already issued a list of aids which will be available in July! These include bookmarks, posters, quiz kit, book party napkins, mobiles, card game, streamers, book pencils, pre-cut stencils, signs, folders, tags, a list of aids and a Book Fair Kit including some of the above for \$1.25. Send for your folder describing these in detail and giving prices and send for it NOW.

Item: We have seen the first four volumes of the brand new *Young People's Science Encyclopedia* from the National College of Education

and distributed by Childrens Press, Inc., (Jackson Boulevard and Racine Avenue, Chicago 7, Illinois). The 20 volumes written by 74 experts has an index, bibliography and Parents and Teachers Study Guide. Its 4000 entries and 2500 illustrations plus 200 science projects and experiments make it a comprehensive treatment for elementary school use. Large type gives introductory concepts for younger readers with 10-point type for more detailed information. Cross references are used. The continent articles, things to do and biographies are excellent features and note the ten-page treatment of astronautics. We found nothing objectionable in our sampling and recommend it highly as a basic science tool. Its colorful treatment will attract the most reluctant boy. It is a bargain at \$44.95.

Item: Weston Woods (Weston, Connecticut) continues its excellent Picture Book Parade filmstrips and records with Series 4, eight titles boxed with text booklets for \$42.00 or individually at \$6.50. Send for its descriptive booklet. These filmstrips will brighten the gloomiest day next Fall.

Item: The Boy Scouts of America (New Brunswick, New Jersey) has a list of its publications with a beautiful Norman Rockwell painting on its cover, available for the asking. We are missing a golden opportunity for service in not paying more attention to the formal reading program of the Boy and Girl Scout groups, Campfire Girls, CYO, Columbian Squires and the like. Get started today on those Cubs, Scouts and Explorers in your school community.

Item: The Encyclopaedia Britannica has just announced its *Great Lives For Young Americans*, a bookshelf of 20 biographies available in September. The group is as diversified as Hammar skjold, Piccard and Robert Frost. If all of them live up to the superb quality of *Walter Reed* which we read last evening, it rates an A double-plus. They are designed for the junior-high and both boys and girls. Priced at \$2.95 each they come in assortments of 10 volumes for \$22.00, 11-19 volumes \$2.10 each, 20 volumes \$39.95 and over \$1.95 each. Send to its Educational Department, 425 North Michigan Avenue, Chicago 11, Illinois, for the brochure. For senior high school we recommend an authors series—American, English and European, com-

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Mr. Hurley is Supervisor of Libraries, Fairfax County, Fairfax, Virginia.



posed of critical essays by other noted writers, of the individual's works. This is published by Prentice-Hall (Englewood Cliffs, New Jersey). A brochure is available on request. We chose Robert Frost, our favorite poet, for sampling and can endorse this series especially for college-bounds.

For summer reading: The February *ALA Bulletin* which is devoted to elementary school libraries. The symposium of seven articles should be required reading by all librarians. *Implications for Elementary Education*, a follow-up of the 1960 White House Conference to which the writer was CLA delegate. An Office of Education publication OE-20033 (U.S. Superintendent of Documents, 25 cents). The eight new Image Books. Barrett's *The Lilies of the Field*, a novelette of a Negro who helped a group of Sisters build a chapel in the West—complete enjoyment.

During the summer there will be an Institute on Changes Effecting Libraries, "The Future of Library Services: Demographic Aspects and Implications." The papers will be published in the October issue of *Library Trends* of the University of Illinois. Please look forward to this insight to our libraries of the future.

Our orchid for this month goes to Maureen Daly for her delightful *Patrick Visits the Library* (Dodd \$2.50) dedicated to her first librarian and modeling the author's own Patrick. He cannot decide on the kind of dog he wants for his birthday and the public library provides the solution.

Happy reading until we meet again!

## POSITION OPEN

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## Book Reviews

DANSETTE, Adrien. *Religious History of Modern France*. 2 Vols. 363p. and 467p. 61-11484. New York, Herder and Herder, \$16.50.

BOSWORTH, William. *Catholicism and Crisis in Modern France*. 407p. 61-7414. Princeton University Press. \$8.50.

GRAHAM, Robert A., S.J. *Vatican Diplomacy*. 442p. 59-13870. Princeton University Press. \$7.50.

ZAHN, Gordon. *German Catholics and Hitler's Wars*. 232p. 62-9102. New York, Sheed and Ward. \$4.75.

Any attempt to understand the position of the Catholic Church in the modern world requires a careful examination of the interaction between religion and modern political ideas. No better scene can be chosen for such a study than France, where the eldest daughter of the Church has been buffeted by the full force of rationalism and its aftermath. Adrien Dansette's two-volume *Religious History of Modern France* displays a rare blend of responsible scholarship and superlative narrative style. This fascinating study depicts the condition of French Catholicism from the closing days of the *ancien regime* down through the early 1930's.

No brief summary can do justice to this admirable study, in which the major developments form the principal thread,\*but a wealth of illustrative detail keeps the reader's mind focused

on the actual impact of these events on the religious life of the French people. It would be a fair generalization to say that from the beginning of the Revolution until World War I the Church in France has suffered from its attachment to the monarchy and the aristocracy. The recurrent hopes of a permanent restoration of the crown prevented an effective accommodation between church and state. Since the Great War this has not been a significant problem, and the Church has lived comfortably with the Third Republic and its successors. Meanwhile, however, the masses of the population, especially the proletariat, had been lost to the Church and the effort to regain them is the contemporary focus of the Church's activity.

The French experience is worth reading for its own sake, but it also carries valuable lessons concerning the inestimable importance of a proper degree of independence between church and state. With the radical separation advocated by Combes now in eclipse, there remains the problem of how Church and State can interact.

For an understanding of the current interaction between Church and State, and Church and society, in France, William Bosworth provides essential background information in his *Catholicism and Crisis in Modern France*. An accurate description of the contents is found in the subtitle: *French Catholic Groups at the Threshold of the Fifth Republic*. The author's aim is to show the nature and activity of the innumerable groups of Catholics that exert influence on the French scene. He begins with



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what he calls "the ecclesiastical nucleus," covers Catholic Action, the Catholic press, and Catholic social action organizations. Recognizing that ecclesiastical control and influence becomes diluted as one moves away from the nucleus, he also describes various groups which can be said to be only Catholic-inspired. In a real sense this book provides a fine *sequel* to Dansette's history, and demonstrates that the Church in France is once again a vital, effective force in society. Indeed, one is left with the conviction that the Church is better equipped and Churchmen are better disposed to deal with the contemporary problems of French society than they have been for nearly two centuries.

Another aspect (and a significant one) of the Church's presence in the modern world is presented engagingly in Father Robert A. Graham's careful study entitled *Vatican Diplomacy*. This is not an effort at behind-the-scenes reporting, but is a responsible survey of the history of Vatican diplomacy and a detailed description of its institutional framework within the general scheme of international relations.

Particularly interesting to the American reader is the account of the diplomatic relations between the United States and the Papal States in the period 1848-1868. Father Graham also sheds considerable light on the nature of the arrangements made when President Roosevelt sent Myron Taylor as his personal representative. This apparently resulted, during the war years, in our having a *charge d'affaires* at the Vatican during the war years. The whole problem of relations with the Vatican takes on a new aspect when viewed not as a delicate American Church-State problem, but in the light of the total experience of innumerable nations—Catholic, Protestant, Moslem and separatists—over a long period of time. To have such diplomatic relations then appears as a natural consequence of the realities of the world situation, in which the Vatican is a significant center of influence and information.

The Catholic who is inclined to be complacent about the state of his Church in the modern world should read Gordon Zahn's *German Catholics and Hitler's Wars*. This is a shocked and shocking indictment of the failure of German Catholics, both lay and clerical, to accept

and apply the traditional doctrine of the just war. It is the author's thesis that Catholics must have known the injustice of Hitler's wars, if not at the outset, at least at some later point. But how many Catholic voices were raised in protest? The Catholics, like other Germans, joined to serve the *Vaterland*, rejoiced in the Nazi victories, and despaired in the hour of defeat. Even such outstanding churchmen as the then Bishop von Galen supported the regime's call to "duty" and "heroism." Of Cardinal Faulhaber the most that can be said is that he remained silent, and the Catholic publications in his province of Bavaria stridently supported war. The rest of the hierarchy were clearly disposed to sanction the performance of military duty under Hitler.

Zahn is not unaware that any insistence on principled opposition to wars of conquest would require heroism of the highest degree. His point is simply that the religious influence in individual character formation, and on the public scene should have produced more evidence of heroism. Beyond that, he suggests that the doctrine of the just war has outlived its utility, and what happened in Germany would happen in any nation in time of war regardless of a Catholic presence. Underlining the most critical ethical problem of the atomic era, he warns his readers that Christianity must not fail again.

THOMAS J. O'TOOLE  
Director, Institute of  
Church and State  
School of Law  
Villanova University

WEIGEL, Gustave, S.J. *Churches in North America: An Introduction*. 152p. 61-17627. Helicon Press. \$3.95.

The movement towards religious unity has been steadily growing among both Catholics and Protestants in the last few decades. Among the greatest obstacles in its way, however, are the misunderstanding and prejudices we all have. To help Catholics overcome theirs, Father Weigel, the well-known Jesuit theologian, has prepared for them this historical, doctrinal and sociological introduction to the other major churches. He is both brief and comprehensive, covering the Orthodox churches, the Catholic Eastern rites, the main Protestant groups, Spiritualism, the oriental religions and Judaism. In



the concluding chapter he describes various co-operative organizations.

This work merits comparison with two other recent books, J. Hardon's *The Protestant Churches of America* and W. Whalen's *Separated Brethren*. They all have the same general purpose. Weigel, however, writes for the average reader who wants the main points of information served up in an interesting and concise fashion; Hardon and Whalen are much more technical and detailed. Nevertheless, although Weigel's book is only about a fourth as long as either of the others, it still covers areas they do not. Then too, Hardon provides a lot of statistics and Whalen's book is illustrated; Weigel gives only occasional figures and no photos. Hardon is very factual in his treatment, but at times makes his subjects (such as Mrs. Eddy) appear somewhat ludicrous or of questionable character. Whalen does the same. Weigel avoids this completely.

Larger libraries will want all three books. High school, parochial and small public libraries would, if making a choice between them, do better to acquire at least Weigel's. Its brevity, perspicacity and charity will make it the most useful.

GERARD J. DALCOURT  
School of Library Science  
Villanova University

MURPHY, Agnes. *An Evil Tree: The Story of Communism*. 116p. Milwaukee: The Bruce Publishing Company. \$1.25.

The author's purpose in writing this book is to "acquaint the youth of our country—and others as well—with the nature and objectives of international Communism. It is directed primarily to the teenagers of our country and those responsible for their future well-being—their parents and teachers." It is a response to the 1960 "riots" in San Francisco which accompanied the House Committee on Un-American Activities, and to the pleas of J. Edgar Hoover and Herbert Philbrick regarding the lack of education on the subject of Communism.

The theme is developed around *An Evil Tree*. The author has provided the tree with roots of atheism, naturalism, dialectical materialism, and class struggle; a trunk consisting of the "dictatorship of the proletariat"; a "revolutionary" planting and flowering into a class-

less society. The idea is very clever, but the author's handling of atheism, naturalism, and dialectical materialism is inadequate. These roots provide a jumping off point for a discussion of the existence of God and an immortal soul. The theological discussion is good, but the roots of Communism are as obscure as they were before. The work provides a simplified, although superficial, view of the movement and can be used with early teens. Older teens conceivably could ask questions of a deeper nature which this book does not attempt to answer. The parents and teachers should have a much more profound understanding of the problems involved than this book presents.

An attempt is made at the end of the book to point out where God has been a part of our American heritage, but the overall theme of the work is defensive. The author assumes a negative attitude in the preface and maintains it through to the index. A negative attitude toward Communism is good, but "a good offense is still the best defense." When it becomes necessary to prove that God exists because Marxists are atheists, something is wrong. Although this approach may serve the younger teenager temporarily, a stronger, more positive approach will have to be adopted for the older teenager and one much more so for the adult. This calls for selling our substitute for Communism, not fall back on the defense at the mention of the Communist movement.

RICHARD T. KINGMAN  
Department of History  
The College of St. Catherine

CONVENTION STATISTICS

Registrations, 1962

Pre-Conference .....	154
Week's Registrations .....	414
Daily Registrations .....	113
Guests .....	10
Exhibitors .....	94
Diocesan Guests .....	284
TOTAL .....	1,069

## RECOMMENDED READING

EDITED BY H. B. CUSHING

### Art and Architecture

BURCHARD, John and BUSH-BROWN, Albert. *The Architecture of America*. Atlantic, Little, Brown.

GETLEIN, Frank and Dorothy. *Christianity in Art and Christianity in Modern Art*. Bruce.

GOMBRICH, E. H. *Art and Illusion*. Pantheon.

HUXLEY, Aldous. *On Art and Artists*. Harper.

MARITAIN, Jacques. *Art and Scholasticism* (New trans.) and *The Responsibility of the Artist*. Scribners.

MUNRO, Eleanor C. *The Golden Encyclopedia of Art*. Golden Press.

### Biography

BENTLEY, Gerald Eades. *Shakespeare: A Biographical Handbook*. Yale University Press.

BUCHAN, Alastair. *The Spare Chancellor: The Life of Walter Bagehot*. Michigan State University Press.

DEVLIN, Christopher. *Poor Kit Smart*. Southern Illinois University Press.

FERMI, Laura. *Mussolini*. University of Chicago Press.

GILKES, Lillian. *Cora Crane*. Indiana University Press.

GREENE, David H. and STEPHENS, Edward M. J. M. Synge. Macmillan.

LAYDA, Jay. *The Years and Hours of Emily Dickinson*. Yale University Press (2 vols.).

NEHLS, Edward. D. H. *Lawrence: A Composite Biography*. University of Wisconsin Press (3 vols.).

PERRY, Ralph Barton. *The Thought and Character of William James*. Atlantic, Little, Brown (2 vols.).

SWANBERG, W. A. *Citizen Hearst*. Scribners.

WARD, Charles E. *The Life of John Dryden*. University of North Carolina Press.

### History, Law, Politics

APPLEBY, Paul H. *Citizens as Sovereigns*. Syracuse University Press.

BARRETT, Donald N. (Ed.) *Values in America*. University of Notre Dame Press.

BLOCH, Marc. *Feudal Society*. University of Chicago Press.

BOORSTIN, Daniel J. *The Image, or What Happened To The American Dream*. Atheneum.

BUCHANAN, James M. and TULLOCK, Gordon. *The Calculus of Consent: Logical Foundations of Constitutional Democracy*. University of Michigan Press.

COOKE, Jacob E. (Ed.) *The Federalist*, reproduced from the original texts by Hamilton, Madison, and Jay. Wesleyan University Press.

DAVIS, Harold E. *Latin American Social Thought*. University Press of Washington, D.C.

DAVIS, Thurston N., S.J., et al. (Eds.) *Between Two Cities: God and Man in "America."* Loyola University Press.

DRUCKER, Peter F., et. al. *Power and Democracy in America*. University of Notre Dame Press.

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Mr. Cushing is a member of the Department of English at Villanova University.



FORCEY, Charles. *The Crossroads of Liberalism: Croly, Weyl, Lippman and the Progressive Era, 1900-1925*. Oxford University Press.

GALLOWAY, George B. *History of the House of Representatives*. Crowell.

GARNIER, Charles-Marie. *A Popular History of Ireland*. Helicon.

KENNEDY, John F. *Why England Slept*. Wilfred Funk, Inc.

MIERS, Earl Schenck. *The American Civil War*, illustrated by artist-correspondents of the conflict. Golden Press.

MILLER, Warren. *90 Miles From Home*. Little, Brown.

MORGENTHAU, Hans J. *The Purpose of American Politics*. Knopf.

NAGLE, William J. (Ed.) *Morality and Modern Warfare*. Helicon.

RICE, Edward. *The Church: A Pictorial History*. Farrar, Straus & Cudahy.

ROSSITER, Clinton. *Marxism: The View From America*. Harcourt, Brace.

RANDALL, J. G. and DONALD, David. *The Divided Union*. Little, Brown.

SMITH, Robert F. *The United States and Cuba*. Bookman Associates.

SPEAR, Percival. *India: A Modern History*. University of Michigan Press.

STEVAS, Norman St. John. *Life, Death and the Law*. Indiana University Press.

THOMAS, Hugh. *The Spanish Civil War*. Harper.

VOEGELIN, Eric. *Order and History*. Louisiana State University Press. (3 vols. to date.)

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WITTE, Edwin E. *The Development of the Social Security Act*. University of Wisconsin Press.

**Literature: Criticism, History, Texts**

ALVAREZ, A. *The School of Donne*. Pantheon.

ARROWSMITH, William (Ed.) *The Complete Greek Comedy*. University of Michigan Press (4 vols. ready; others in preparation).

ASSELINEAU, Roger. *The Evolution of Walt Whitman*. Belknap Press of Harvard University Press.

AUCHINCLOSS, Louis. *Reflections of a Jacobite*. Houghton Mifflin.

BOYLE, Robert, S.J. *Metaphor in Hopkins*. University of North Carolina Press.

BROOKS, Cleanth (Ed.) *Tragic Themes in Western Literature*. Yale University Press.

COLLEDGE, Eric (Ed.) *The Mediaeval Mystics of England*. Scribners.

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DAICHES, David. *A Critical History of English Literature*. Ronald (2 vols.).

DAVIS, Merrell R. and GILMAN, W. H. (Eds.) *The Letters of Herman Melville*. Yale University Press.

DEVLIN, Christopher (Ed.) *The Sermons and Devotional Writings of Gerard Manley Hopkins*. Oxford University Press.

DICKINSON, Emily. *The Complete Poems*. Little, Brown.

EVANS, Joan and WHITEHORSE, J. H. (Eds.) *The Diaries of John Ruskin*. Oxford University Press (3 vols.)

GREENE, Graham. *In Search of a Character*. Viking.

HARDING, Walter and BODE, Carl (Eds.) *The Correspondence of Henry David Thoreau*. New York University Press.

HERSEY, John. *The Child Buyer*. Knopf.

HILLMAN, Sister Mary Vincent. *The Pearl: A New Translation and Interpretation*. University Publishers, Inc.

HOFFMAN, Frederic J. and VICKERY, Olga W. (Eds.) *William Faulkner: Three Decades of Criticism*. Michigan State University Press.

HORGAN, Paul. *A Distant Trumpet*. Farrar, Straus and Cudahy.

HOUSE, Humphrey and STOREY, Graham (Eds.) *The Journals and Papers of Gerard Manley Hopkins*. Oxford University Press.

HOWELLS, William Dean. *The Complete Plays*. New York University Press.

JAMES, Henry. *Roderick Hudson and The American*. The New York Edition, Vols. I and II. Scribners.

KORG, Jacob (Ed.). *George Gissing's Commonplace Book*. New York Public Library.

LANE, Robert E. *The Liberties of Wit*. Yale University Press.

LOWENFELS, Walter (Ed.). *Walt Whitman's Civil War*. Knopf.

MAISON, Margaret M. *The Victorian Vision*. Sheed and Ward.

MAURIAC, Francois. *Second Thoughts: Reflections on Literature and on Life*. World.

O'CONNOR, Flannery. *The Violent Bear It Away*. Farrar, Straus and Cudahy.

O'CONNOR, Sister Mary Catherine. *Kinderbeast Prize*. Sheed and Ward.

ROGERS, Elizabeth Frances (Ed.). *St. Thomas More: Selected Letters*. Yale University Press.

STALLMAN, R. W. and GILKES, Lillian (Eds.). *Stephen Crane: Letters*. New York University Press.

STANFORD, Donald E. (Ed.). *The Poems of Edward Taylor*. Yale University Press.

THORP, Willard. *American Writing in the Twentieth Century*. Harvard University Press.

TURNELL, Martin. *Modern Literature and Christian Faith*. Newman.

(Continued on page 589)



picture? How can the above texts of love and service apply to him? As we have said before, his competence and professional training must certainly be equal to that of any non-believing librarian. Where is the essential difference? We have said that it lies in his Christian attitude to his work. But how?

I think that it would be quite correct to say that the Apostolate of the librarian is not in any direct relation with salvation of souls. By that, I mean that his function in the Church is not—cannot be—to convert people directly by “preaching” to them still less by giving them “spiritual books” to read tucked under the others we give them. His vocation in the temporal order will be an indirect relation to the Kingdom of God and the saving of souls by creating, encouraging and propagating an atmosphere of culture, art, ideas, and all the good of God’s creation as expressed in these. In the words of Matthew Arnold, the librarian will best serve his fellow man by developing his own critical power to see reality as it is, to make the best ideas prevail, to make sure, by his contacts, that these ideas reach society for its true intellectual and cultural life, strength and growth. He reads books not for the sake of reading books but for the eternal ideas. Living by ideas is a difficult thing for the masses. “To think is hard” said Goethe. But it is by his learning and knowledge of ideas that the librarian will acquire the respect and stature that he needs to be a leader of men in bringing them to what is best, what is worthy of men. The old phrase of “give ’m what they want” as a policy, is patently in disharmony with the true vocation to librarianship. In an age such as ours when the gimmick men of Madison Avenue and the pseudo-intellectuals make mockery out of the true image of man the role of the librarian will be to bring back to a more true image of ourselves, their responsibilities and their dignity.

We shall see a little further on that Christ does have definite ideas about the image of man, his culture and his destiny. If this be so, it is easy to see that Christ truly cares about the effects of culture, art, sculpture, technology, literature on man; even more, since these are the very external expressions of the best which is in man. Christ has definite ideas on their

orientations and interpretations. The Catholic librarian’s apostolate is precisely here. He must, in the first instance, recognize the truth of this fact, otherwise, he will be in danger of separation between his Christian life and his work. We have seen that this is not possible for the true Christian since his whole being, life and action, is assumed and renovated in his Christianity. Since the ultimate criteria of truth, of man’s true good and image, of the finality of all things, is what Christ wants and thinks of those realities, the librarian will truly serve men in proportion as he absorbs and learns what Christ’s attitude is to reality.

The old idea, then, of the librarian as the “keeper of books” (along with dusting them off, arranging them neatly, etc.) is nothing but a caricature of the Christian image of the vocation to librarianship. How many in our society are ready—all too ready to destroy the real image of man “made in the image of God!” The communists, atheists, positivists, high pressure TV men, the stupidity of trashy novels and movies, all are involved in crushing that image. If the librarian is to succeed in his vocation he must have that firm intellectual formation and foundation, personal conviction as a Catholic and Christian on what exactly is that image of man and where he is heading.

He must be one versed in many fields, a minor specialists in them all, or at least in one. To take for his motto of book selection whatever appears on the best seller list with no critical insight into their values is a clear betrayal of his office. To refuse to have Christian ideals as to his own personal conviction as to the image of man, and to say, is to betray himself both as a librarian and a Christian.

Now I am not advocating “intolerance” or “censorship” in the pejorative sense we read of today in many types of library literature. This is so because most non-Catholic librarians have no real conception of the positive meaning of liberty. From most of the literature written in library literature, liberty means just to do as one feels within the *bounds* of other’s rights. Most of those authors see in freedom only an emancipation from constraints outside of himself, from constraint and coercion. This is certainly one element of freedom but certainly not the most important by any means. Freedom has a positive element, to share in goodness, in truth and in

beauty. To be truly myself without error which is a true responsibility and a continuous conquest is certainly the essence of freedom. For the Christian, freedom can only mean a return of himself and of all men to the image of God and Christ, the "Freedom of the Sons of God" of which St. Paul spoke. To be free from dilutions, from slavery to passions and egoism, from error and misguidance; this is fully possible only for one who has the *divine filiation*, for Christ is the center and the end. He and He alone is "the way, the truth and the life." St. Paul reminds us that "All was created by Him and for Him." (Col. II, 6.) Thus the whole reality of man and the universe must share in that redemption and freedom from slavery of sin which has touched all of creation. The highest form of freedom, then, is to be governed not by oneself, but to be wholly governed by God.

I am simply appealing, then, to the Catholic librarian to be a man, a librarian and a Catholic. You cannot separate the three—you must join them intimately. To do so requires hard intellectual endeavor; not simply to be a walking dictionary for reference questions, or to know where something and everything is found without knowing anything about them! Certainly there is a Christian image of man in literature, in art, in poetry, in sculpture, in history, in ideologies, in commerce and business—in short—in every phase of man's temporal life. If the Catholic librarian wants to be of true service to his fellow men, he must be well acquainted with these aspects of man's life and activity. In their own way, in a very real way, these temporal activities reflect the eternal image of God which was initially branded on all creation in the beginning when God created all things. God *did* create all things, they are good, the Bible assures us. It is up to the Catholic librarian to help his fellow man in some small way to rediscover this image and this goodness. This is not just another form of proselytizing—by no means! It is recognizing reality for what it is and that reality is also the Christian reality, no other reality exists for the Christian. In this sense, then, the Catholic librarian fulfills a very important function in the Church, the function, in a sense, of re-deeming—albeit in a very small way, creation under the impulse of the Spirit which directs him and uses him as the instrument. But the librarian will be this

docile instrument only if he *knows* what that image of man is in God's eyes, which is faith, a loving faith which longs to communicate, in some measure, that image to men who doubt, who grope and who despair; and the librarian will nourish this image, search for this image in his continual intellectual endeavors. This latter is a life-time job, always searching, always reading in order to communicate that same experience to others. That Christian experience in poetry, art, literature, history, philosophy, to see clearly therein. It is, in a sense, what we might call the *mystique* of Catholic librarianship, and that is not intolerance, but rather a loving service in intellectual honesty. The librarian's continuous contact with all manner of men and women in society makes him an ideal instrument of Christ and the Church in communicating man's true image to man.

It is in this light that I see the Apostolate of the Catholic librarian. By it and by it alone will he be able to live up to what Christ expects of him *as a librarian*, for he must be sanctified not in spite of his librarianship, but through it. That is the grace he has received from the Holy Spirit in the Church—a grace given to him and not to any other. It is, in the words of St. Thomas, a *gratia fraterna* which has as its supreme object—the good of others as God wants that good to be communicated through his hands; and in that sense, the Catholic librarian is irreplaceable in a society such as ours so influenced by ideas, books and graphic materials.

As we have said at the beginning of this essay in commenting on the article of the ALA's *Code of Ethics for Librarians*, the spirit of the Catholic librarian is essentially different from that of the non-believer. ". . . librarianship is an *Educational* profession . . . and that the growing effectiveness of their service is dependent upon *their own development*." Catholic librarianship is a service of men, for the Christian is defined as one who lovingly serves men. But it receives its specific character in that it *serves* by making known to other men the beauties and the mystery of creation—all creation inclusive of man himself—as the "image" of the God we cannot see." This latter is an intellectual vocation which the librarian will shirk at the expense of his humanity, his librarianship and above all of his Christianity.



# Analytical Thinking . . .

(Continued from page 548)

test may be high, the individual may be low in achievement because there was no desire to attain knowledge. Since the desire to succeed or achieve is subjective, it cannot be measured accurately by present testing programs. Therefore a child with a high score may be a poor achiever because he is a poor thinker. A child with a low score may prove to be a high achiever because he enjoys thinking or he is continually attempting to improve his study and thinking habits.

Burton lists critical attitudes necessary for good thinking:

1. An intellectual curiosity. A desire to find out why for oneself rather than to have some state the answer.
2. Intellectual honesty. He is willing to accept the truth even though it is in opposition to past belief.
3. Be objective about the facts.
4. Suspend judgment until the truth is found. Accept nothing at face value.
5. Be open-minded with no bias or prejudice.
6. Have a conviction of cause and effect relationships. Avoid superstition and non-scientific explanations.
7. There must be a disposition to be systematic and organized.
8. Keep oneself flexible. He must be willing to give up a previous conclusion if sufficient evidences show it to be untrue.
9. There must be persistence. If the answer was not reached from one source, continue to seek another. How often have we heard a child say, "I can't find it."
10. Snap judgments must be avoided and group thinking inculcated to get a full picture of the problem. There must be decisiveness on the part of the teacher to avoid children from calling out without thinking about what has been said.
11. There must be respect for another's view in group thinking.
12. There must be careful listening. It is impossible to state your facts unless you have listened carefully to discover the status of another's viewpoint. The reasons thought of while others are speaking

often boomerang because the opposite arguments were not heard. Teaching of listening is an area alone to be considered.

The above qualities institute discipline toward thinking. It is important that the teacher have these qualities herself if she expects to teach them to others. Both the school and the teacher can become negative to the institution of good thinking. Teachers who demand adherence to the text, "What the book says . . ." discourages openmindedness. It is far better to adopt the philosophy, "What the *books* say. . . ." It is wise for the teacher to inquire, "From what source or reference did you get your information, Joe?" rather than to accept vague statements as fact. Both teachers and children must realize that texts do contain errors and that checking several sources is best. Children must be taught from very early stages that the truth must be sought from more than one reference.

This brings us to the topic of teaching the child to evaluate what he reads. There is a definite program for this purpose. First, the child will need to know and be able to decide whether a given item is necessary to the achievement of the purpose for which he is going to use the material. It is often the case that the child first using references will jot down notes irrelevant to that for which he is using them. He is willing to copy anything about Illinois in order to answer this problem: In what section of Illinois do we find the heaviest industrial areas? The child who copies any information about Illinois rather than about that which the problem asks is having difficulty. This child needs to be taught how to find the main ideas of what he is reading.

Various science projects lend themselves to finding the differences between fact and opinion. These projects can be started with very young children. Suppositions can be listed as to what the children expect will happen from an experiment. Once the experiment is completed list the facts as they actually occurred. Check the differences between fact and opinion.

Children in the upper grades should be taught the purpose of the Table of Contents, footnotes, and bibliography. They should experience writing a report by first making an outline which is similar to the table of contents,

using a five book bibliography and annotating their information. In order to do this, however, the children must be skilled in finding the main ideas of what they read so they will not be copying verbatim from the text they are using.

A trip to a library is always a requirement in instigating any reference project. This is important for children at all levels. They need to know where to find both fact and fiction materials. In the upper grades an explanation of the Dewey Decimal system is worthwhile and helpful as well as the teaching of the use of the card catalogue.

Every classroom should have its own reference library so that books are available for reference as they apply to the curriculum of that particular grade. If young children must seek too far for reference information, they often will neglect it. Every classroom should have several sets of books for children to use in reporting. Teachers must choose these books on all reading levels since most children are grouped heterogeneously for all other areas except arithmetic and reading. By looking carefully at references at book exhibits, the teacher can find suitable books at all reading levels for her class to use for reference. So there will be no overlapping of materials the teacher must keep in mind the need and purpose of the reference she is choosing. Partial sets of textbooks, single copies of references in all areas are to be desired so that comparison of information can be obtained. If classes are large, it is well to assign research reports to only half the class at a time.

In conclusion it might be well to state the fallacies the Russians have found in their whip like education. Dr. Nicholas DeWitt, a former Russian prior to his position as instructor at Harvard University, has written about comparative education between Russia and the United States. He states that the Soviets are winning the battle of scientific manpower, but in so doing they are developing a system of "stuffed fish." There is no creativity fostered in their young people. Book learning they have, but inspiration for creativity they do not have.

The United States does not want a nation of "stuffed fish." To be desired most of all is a nation that fosters excellence in all areas of creativity. The desire of American Education is to bring out the best in all children—A free mind, a thinking mind, will keep us free; so

*Teaching for Thinking* can be done in all areas of learning if the problems are kept within the experience background of the learner. To the teacher belongs the very difficult task of inspiring young Americans *to want to think* so they will be capable of top production for humanity throughout the world.

---

## BIBLIOGRAPHY

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  2. Herrick and Jacobs, *Children and the Language Arts*. Prentice-Hall. Englewood Cliffs, New Jersey. 1955.
  3. McKee, Paul, *The Teaching of Reading*. Houghton Mifflin Co. Cambridge, Mass. 1948.
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- 

## Historical Novel . . .

(Continued from page 550)

me to send the manuscript in and I did so. A day or two later I received word that it was accepted as is. So that's the story of how "The Mark of the Turtle" came into existence.

Now for those of you who are would-be novelists I have a few suggestions which may ease the torturous path to recognition and acceptance.

(1) Know what you are writing about, whether it be pure fiction or something based on historical facts.

(2) Have your story thoroughly outlined—all the characters identified on one sheet, all the events on another and the setting on a third.

(3) Find a good take-off point and start typing.

(4) Develop a regular schedule and hold to it.

(5) Never stop writing at a point where you do not know what you intend to develop next. Always stop when you know what should be written next.

In that way you will always be able to renew the monotonous task of writing. You won't have to confront a typewriter with a blank, unproductive mind.



(Continued from page 553)

height 11 inches, rather than 10, and issued now six times in the year. The pagination always remained less than 100 pages, but the magazine no longer seemed slight, and the paper most often chosen was slick. A single issue had many kinds of paper, many different colors, with a single design director of import.

Style

To use the word crowded, describing the new pattern content, would imply a heterogeneous confusion. There is no real confusion in the layout. It is full to overflowing, and always retains an order, a rhythm, or a pleasing design.

Conclusion

These periodicals are quite apparently fine printing in the fullest sense of the word. They are visually appropriate, dynamically functional, and actually beautiful. Each has proven its purpose and effect to be actual typographical achievement. In preparation for the second half of the twentieth century they have structured an exciting new front and those still living are striding forward in new fields confidently. American printers can well be proud of them.

FOOTNOTES

- <sup>1</sup> James Baley. *Oxford English Dictionary*. Murray, Craige, Bradford, Onions, Editors. London: Oxford University Press, 1933. V. I, p. 744.
- <sup>2</sup> Etienne Gilson. *Painting and Reality* (Bollingen Series, XXXV, 4). New York: Pantheon, 1957. pp. 190-195.
- <sup>3</sup> *Ars Typographica*. "End Leaf." I:1918.
- <sup>4</sup> *The Colophon*. "Announcement." 1929.
- <sup>5</sup> *The Dolphin*. "Preface." II:iii-v, 1938.
- <sup>6</sup> *Ibid.* "Editorial." IV:5, 1936.
- <sup>7</sup> *Print*. "Foreward." IV:2, 1946-1946.
- <sup>8</sup> *Ibid.* "Foreward." VIII: No. 1.

(Continued from page 564)

sixth with a square, and seventh and eighth with a circle. Books for fast or slow readers had mixed symbols; thus, a square and circle indicated that the book is for either a fast fifth or slow seventh grade reader. The idea was received with enthusiasm.

It all adds up together . . .

To bring "a new look" to the library was the goal set by Professor Rachel W. De Angelo, Graduate School of Library Science, Drexel Institute, in her talk to librarians of the GREATER NEW YORK Unit, at the mid-winter meeting, January 27, at Donnell Library. Urging them to promote a better and intelligent use of the book," Professor De Angelo conducted an examen of services rendered, the collection, quarters, and public relations.

Main speakers at the annual meeting of the NORTHERN OHIO Unit, St. John's College, Cleveland, February 22, were Father Harold C. Gardiner, S.J., who spoke on "Reading for a Liberal Mind," and Dr. Louis G. Pecek, Assistant Professor of English, John Carroll University, whose subject was "Christian Values in Modern Literature, the Responsibility of the Liberal Teacher."

Another success story authored by Sister Mary Consuelo, O.S.U., Librarian, Our Lady of Lourdes School, Louisville, Chairman, Elementary Section, GREATER LOUISVILLE Unit, tells of their "gay party" of a very profitable workshop, the Saturday after Thanksgiving, at Our Mother of Sorrows School, Louisville. Librarians from near-by Nazareth College and of St. Francis Assissi School joined the workshop staff. Helpful tools, pre-binds, purchasing, accessioning, cataloging, book mending, were discussed in larger and smaller groups. Actual problems were solved. As a special feature the 650 completely catalogued and processed books of the Catholic Library Service were exhibited.

Unfortunately, Sister's delightful account can not be printed in full.

Publications keep up interest . . .

As promised, the NORTHERN OHIO Unit *Book Review Bulletin* appeared, full bodied and full

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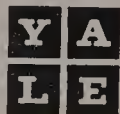
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 NEW HAVEN AND LONDON



of interest, in February, with another issue promised for April to accommodate reviews excluded because of space. In the winter issue of the **HIGH SCHOOL LIBRARIES SECTION Newsletter** Father Stephen Meder, retiring editor, tells the story of the origin and progress of the **NOU Book Review Bulletin**.

The fall issue of the **ONTARIO Unit Newsletter** included excerpts of the talk given by Father F. X. Canfield, President, CLA, at St. Michael's School. Sharing the program for the fall meeting was Father Whitley, C.B.S., of Rochester.

The new newsletter of the **CATALOGING AND CLASSIFICATION SECTION** of CLA is aptly entitled *Tracings*. Sister Mary Winifred, C.S.J., of St. Joseph's College for Women, Brooklyn, is editor.

**A final word . . .**

While some are still dreaming of new libraries, the Sisters of St. Joseph of Boston will have a new building just for a stamp collection! On March 14 Francis Cardinal Spellman was present for the ground-breaking ceremony for the Cardinal Spellman Philatelic Museum, which will house the extensive stamp collection presented Regis College, Weston, by the Cardinal in honor of his aunt, the late Sister Mary Philomena, of the Sisters of St. Joseph. (NEW ENGLAND Unit)

And now with the last words of this lengthy two-months-in-one copy typed, I can dream of summer months which I hope may be more leisurely than the preceding months! My wish for all CLA-ers! Thanks! And God love you all!

DEO GRATIAS!

**Silver Jubilee Planned**

The Silver Jubilee of the Greater New York Unit of the Catholic Library Association will be celebrated at a luncheon on Saturday, October 20, 1962, at the Waldorf-Astoria, in New York City.

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Recommended Reading . . .

(Continued from page 582)

VAN NOSTRAND, Albert. *The Denatured Novel*. Bobbs-Merrill.

VON LEFORT, Gertrud. *The Judgment of the Sea*. Regnery.

WHICHER, Stephen E. and SPILLER, Robert E. (Eds.). *The Early Lectures of Ralph Waldo Emerson*. Harvard University Press. (3 vols.).

ZERMATTEN, Maurice. *Mountain Without Stars* (Winner of the Prix International Catholique, 1959). Helicon.

Philosophy

ANDERSON, James F. (Trans.) *St. Thomas Aquinas: Treatise on Man*. Prentice-Hall.

CIVARDI, Msgr. Luigi. *Christianity and Social Justice*. Academy Library Guild.

LYNCH, William F., S.J. *The Integrating Mind: An Exploration into Western Thought*. Sheed and Ward.

MARITAIN, Jacques. *The Degrees of Knowledge* (New Trans.). Scribners.

MARITAIN, Jacques. *On the Use of Philosophy*. Princeton University Press.

SYKES, Gerald. *The Hidden Remnant*. Harper.

Science

CHAUVIN, Remy. *God of the Scientist—God of the Experiment*. Helicon.

EISELEY, Loren. *The Firmament of Time*. Atheneum.

FOTHERGILL, P. G. *Evolution and Christians*. Longmans.

FRANCOEUR, Robert T. (Ed.). *The World of Teilhard de Chardin*. Helicon.

FRIEDRICH, L. W., S.J. (Ed.). *The Nature of Physical Knowledge*. Indiana University Press and Marquette University Press.

GREY, Peter (Ed.). *The Encyclopedia of the Biological Sciences*. Reinhold.

ONG, Walter J., S.J. (Ed.). *Darwin's Vision and Christian Perspectives*. Macmillan.

TRESMONTANT, Claude. *Pierre Teilhard de Chardin: His Thought*. Helicon.

Theology: Faith, Morals, Liturgy,  
Scripture, Church History

AVALOS, Beatrice. *New Men for New Times*. Sheed and Ward.

BARS, Henry. *The Assent of Faith*. Helicon.

BOUYER, Louis. *Introduction to Spirituality*. Deselee.

BUTLER, Dom Christopher. *The Church and the Bible*. Helicon.

CASTELOT, John J., S.S. *Meet the Bible*. Helicon. (3 vols.)

CONGAR, Yves, O.P. *Laity, Church and World*. Helicon.

CONGAR, Yves, O.P. *The Mystery of the Church*. Helicon.

CONGAR, Yves, O.P. *The Wide World, My Parish*. Helicon.

CONWAY, J. D. *What the Church Teaches*. Harper.

DALMAIS, I. H., O.P. *Introduction to the Liturgy*. Helicon.

DAVIS, Charles (Ed.). *English Spiritual Writers*. Sheed and Ward.

DEFRAINE, Jeane, S.J. *The Bible and the Origin of Man*. Deselee.

DEWOHL, Louis. *Founded on a Rock: A History of the Catholic Church*. Lippincott.

- DOUGLAS, Winfred, and ELLINWOOD, Leonard. *Church Music in History and Practice*. Scribners.
- GUARDINI, Romano. *Freedom, Grace, and Destiny*. Pantheon.
- EISENHOFER, Ludwig, and LECHNER, Joseph. *The Liturgy of the Roman Rite*. Herder and Herder.
- ESPINOSA, Jose E. *Saints in the Valleys: Christian Sacred Images in the History, Life, and Folk Art of Spanish New Mexico*. University of New Mexico.
- GELIN, A., et. al. *Son and Savior: The Divinity of Jesus Christ in the Scriptures*. Helicon.
- HUGHES, Emmett J. *The Church and the Liberal Society*. University of Notre Dame Press.
- KOREN, Henry J., C.S.SP. *Knives or Knights: A History of the Spiritan Missionaries in Acadia and North America, 1732-1893*. Duquesne University Press.
- MARITAIN, Jacques. *Man's Approach to God*. University Publishers, Inc.
- McMANUS, Frederick. *Handbook for the New Rubrics*. Helicon.
- MURPHY, J. S., C.S.B. (Ed.). *Christianity and Culture*. Helicon.
- NAGLE, William J. (Ed.). *Morality and Modern Warfare*. Helicon.
- NEWMAN, John Henry. *On Consulting the Faithful in Matters of Doctrine*. Sheed and Ward.
- O'NEILL, Joseph E., S.J. (Ed.). *A Catholic Case Against Segregation*. Macmillan.
- SCOTT-MONCRIEF, George. *The Mirror and the Cross*. Helicon.
- RAHNER, Karl, S.J. *Theological Investigations*. Helicon.
- REINHOLD, H. A. *Bringing the Mass to the People*. Helicon.
- TEILHARD DE CHARDIN, Pierre. *The Divine Milieu*. Haper.
- TRESMONTANT, Claude. *Toward the Knowledge of God*. Helicon.
- SCHOENBERG, Wilfred P., S.J. *A Chronicle of Catholic History of the Pacific Northwest, 1743-1960*. Gonzaga Preparatory School.
- VON BALTHASAR, Hans Urs. *Prayer*. Sheed and Ward.
- VON HILDEBRAND, Dietrich. *Liturgy and Personality*. Helicon.
- WIEGEL, Gustave, S.J. *Churches in North America*. Helicon.

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